UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

FAREM–MATAGALPA

Departamento de Educación y Humanidades

GRADUATION SEMINAR

Submitted to the National Autonomous University of Nicaragua as a requirement for

Bachelor's Degree in English teaching

General topic:

Instructional Approaches for TEFL Success in Matagalpa´s, Primary and Secondary Education, II semester 2023

Specific topic:

Collaborative learning's role in helping students improve their speaking and listening competences in fourth grade "A", at Perfecta Engracia Pérez School, during the second semester, 2023.

Authors:

▪ Gabriela Carolina Martínez Juárez

▪ Yorleny Vanessa Cruz Sánchez

▪ Jerald Ramón Rocha Guido

Tutor:

MSc. César Enrique López Soza

Matagalpa Nicaragua, December 2023

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA

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DEDICATION

Firstly, thank God for giving us the strength and wisdom to carry out this research.

To my parents who are our motivation every day, thanks to them who gave us their unconditional support.

Thanks to the support of two highly esteemed teachers Leopoldo Berrios and René Ñurinda who accompanied us on this journey.

To each of the people who have been and been part of this university experience who have been supporting us unconditionally.

GRATITUDE

We would like to show our most sincere gratitude firstly, to our lord Jesus. Secondly, to those people who supported us during the course of this work, our parents and family and especially to all our instructors who have guided us during this process.

Also to the Director Francis Ibarra Martínez for providing us with attention and letting us enter the Escuela Perfecta Engracia Pérez School and to the guiding teacher for providing us with his support when conducting the interview with the teacher and the student surveys.

ENDORSEMENT LETTER

"2023: Seguiremos Avanzando en Victorias Educativas"

VALORACIÓN DEL TUTOR

El trabajo de Seminario de Graduación elaborado por los Bachilleres **Gabriela Carolina Martínez Juárez. carnet número 19608399, Yorleny Vanessa Cruz Sánchez. carnet número 19608267, Jerald Ramón Rocha Guido. carnet número 17604703,** para optar al título de Licenciado en Ciencias de la Educación con Mención en Inglés, con el tema: **"Collaborative learning's role in helping students improve their speaking and listening competences in fourth grade "A", at Perfecta Engracia Pérez School, during the second semester, 2023".** Responde a las normativas del proceso metodológico de la investigación de la Universidad Nacional Autónoma de Nicaragua – UNAN – Managua (FAREM – Matagalpa), con la adecuada relación entre los objetivos y variables planteadas, la búsqueda documental, el diseño metodológico, los resultados obtenidos y las conclusiones.

El proceso de análisis y discusión de los resultados se realizó tomando en cuenta las variables del estudio, los instrumentos de recolección de información y la bibliografía consultada. Esto facilitó así mismo la elaboración de la propuesta y las conclusiones.

El presente trabajo es el resultado del esfuerzo, dedicación y aprendizaje desde la aplicación de conocimientos adquiridos y la puesta en práctica de los pasos metodológicos de la investigación científica. Por lo tanto, se considera apto para su defensa.

MSc. César Enrique López Soza
Tutor de Seminario
UNAN – FAREM Matagalpa

ABSTRACT

In Nicaragua there have been drastic changes in education, in teaching languages the use of collaborative learning to develop the listening and speaking competence has been a challenge for teachers and students, the present study aims to encourage the English teachers with the use of collaborative learning didactic strategies to develop the listening and speaking competence in English, with students of fourth grade at Perfecta Perez school Matagalpa. The correct implementation of collaborative learning didactic strategies has developed the knowledge of learners, and reinforce the acquisition of the target language. Previous researches affirm that the use of collaborative learning didactic strategies has helped considerably in the teaching-learning process. Indeed, speaking and listening are a blockade that should be broken when someone intend to learn a new language, on this space collaborative learning becomes useful. The teachers have to understand the problem of the English language learners, and try to implement the use of various collaborative learning strategies in the English classroom; it is the best platform to practice the language. This research will be developing under the interpretative paradigm, and the qualitative approach, this project proposes a view of learning through students' collaboration what brings a better relationship between the learners and the language. This study will be helpful for teachers and learners who are interested in the topic. In this document, they will find ideas, and a proposal about new didactic strategies, everything in search of achieving the best result for the teaching of English as a foreign or as a second language.

Keywords: Collaborative learning, didactic strategies, speaking competence, listening competence.

I.   INTRODUCTION

Are you aware that you cannot learn a new language without interacting with other people? So, collaborative learning can help students to develop their listening and speaking competences in English, then it is very common to listen in English classrooms: students make groups of five, make groups of three, or make peers. It is one of the most popular phrases in the English classroom. However, creating collaborative classroom can be wonderfully rewarding opportunity but it is also full of challenges. It is notable, that there are many collaborative learning strategies that could be useful in helping students to develop their listening and speaking competences, but the design, coordination and implementation of these depend of the responsibility and dedication of every individual within the learning process.

Collaborative learning is a theme that has been studied abroad in different context and subjects, like in English too, however, in this country there is not enough study of this important topic which is lived every day in every classroom, so with this research it is was expected to provide a new angle that could help students to work collaboratively to develop their listening and speaking English competences.

In in Montreal Quebec, Canada (Kumar, 2017) in a doctoral thesis entitled: the effects of collaborative learning on enhancing students achievement. The general objective of this study was to explore effects of collaborative learning on student's achievement while comparing the two conditions-high collaboration and no collaboration.

It concluded that the overall effect of collaborative learning on student's achievement was positive and significant; it also said that collaborative learning was found favorable to enhance student's achievements. In addition, this research reported that collaborative learning activities are beneficial and that these help to enhance student's achievement and persistence.

The present research is focused on to analyze the importance of using collaborative learning´s role in helping students improve their speaking and listening competences in fourth grade "A", at Perfecta Engracia Pérez School, during the second semester, 2023.

By the same token, the specific objectives of this research were focused on identify the importance of using collaborative learning´s role to help students improving their speaking and listening competences, demonstrate the value of applying collaborative learning´s role to support students improving their speaking and listening competences, to suggest a strategy that involves collaborative learning´s role to develop students speaking and listening competences.

This study was carried out under the interpretative paradigm, while the qualitative method with quantitative aspects was used. This study was descriptive and cross-sectional because it was carried out in a short period of time in the second half of 2023. As a method to get information, a literature review was implemented. The data that were used were collected through an interview and a survey.

The 32 students of the fourth grade "A" at Perfecta Perez School were taken as a sample. Survey was applied to them while an interview was applied to the teacher. So quantitative and qualitative data were obtained refer to the research them.

II.   JUSTIFICATION

The present research is focused on collaborative learning's roll to develop the Speaking and Listening competence in English, with students of fourth grade at Perfecta Pérez School.

Currently the growth of students who speak English fluently has obviously been on going for several years. Nicaragua has the challenge of helping students to develop these competences. That is why this research is important, the application of suitable collaborative learning strategies helping students to overcome some difficulties, and they can progress in the use of target language. Therefore, students must be prepared for global competition in the develop of the communicative competence.

The purpose of this study is too carry out aims, and a methodological strategy in order to help students to increase the use of the English language during interactive activities, through the use of the collaborative work. Due to above explained, it is important to research on this topic in order to provide teachers and students with different strategies that allow developing collaborative work between students during the teaching Process to achieve an effective and successful learning.

This research will serve the students of UNAN FAREM-Matagalpa of the English career, as teaching English as a foreign language who wish to have information on this particular topic. In addition, with the results about this research will intend that students use the language, so that they might continue making correct use of their second language using strategies wish will facilitate a meaningful learning process, while, practicing real situation of real life, that could be useful for students because they will be in advance when they have to face a situation in real life.

III.   OBJECTIVES

Aim:

To analyze the importance of using collaborative learning´s role in helping students improve their speaking and listening competences.

Specific Objectives:

- ✓ To identify the importance of using collaborative learning´s role to help students improving their speaking and listening competences skills.

- ✓ To demonstrate the value of applying collaborative learning´s role to support students improving their speaking and listening skills.

- ✓ To suggest a strategy that involves collaborative learning´s role to develop students speaking and listening skills.

IV. THEORETICAL FRAMEWORK

4.1. Collaborative learning´s role
4.1.1. What is collaborative learning?
4.1.1.1. Concept of collaborative learning

According to Andreev (2023) said "collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts".

In other words, collaborative learning is essential in helping students to develop their different skills when they work in cooperation they can interact and learn from each other. So, collaborative learning allows students to solve problems easier and prepare the students to be able to face any difficulty that can affect the learning process.

Currently, in primary schools the role of collaborative learning is essential to develop the student skills, however, it has been a difficult task because sometimes teachers do not know how useful could be the use of collaborative learning in the classroom through the implementation of different collaborative activities.

4.1.1.2. Importance of collaborative learning

"Collaborative learning is a very important pedagogical tool to improve cognitive abilities, since the type of interaction it is essential for our learning, as well as for our intellectual development". (Vania, 2020)

That is to say, the collaborative learning in the classroom is very important for the development of cognitive abilities because it offers a context in which students can interact with their classmates in a collaborative manner, which promotes social interaction, communication. effectiveness and cognitive development.

Nowadays, it is important that teachers know the relevance that collaborative learning is taking, so they can apply it in their classrooms. There by students could be able to adapt themselves to work in cooperation helping each other and facilitating the scope of each competence.
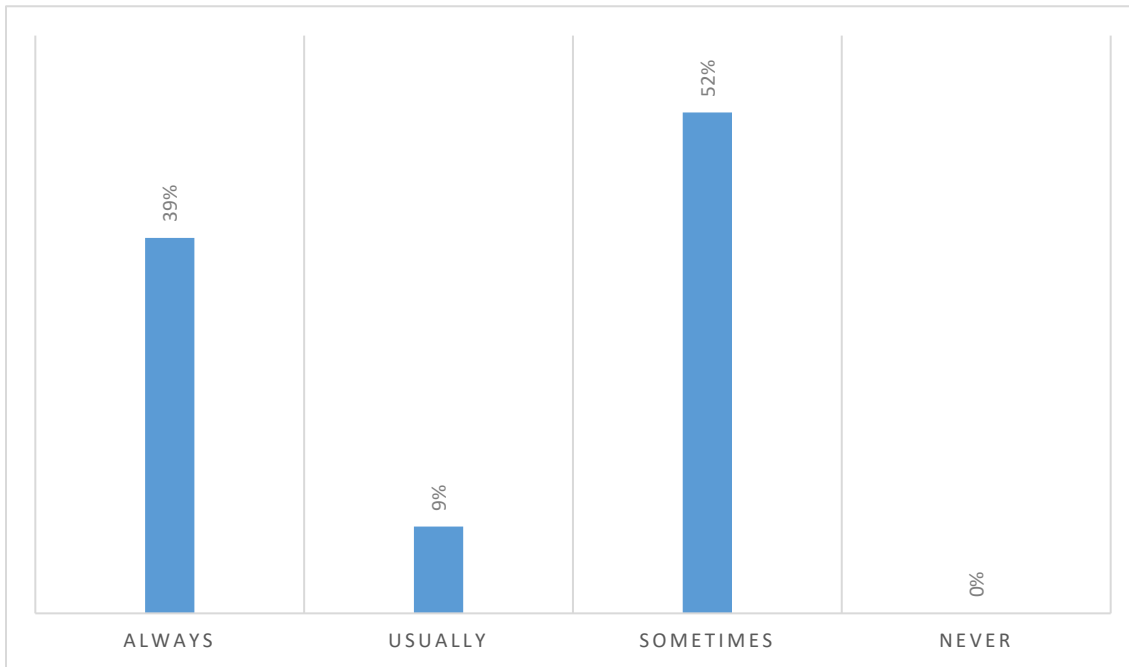
According the figure 1. Regarding the frequency with which the teacher implements collaborative learning strategies, the graph shows that the majority of students answered that sometimes the teacher implements different learning strategies in the classroom with a 52%. After followed as always with a 39%, with usually 9% and finally never 0%.

4.1.1.3. *Benefits of collaborative learning*

According to Johnson (1984) mentions "as students actively engage in interaction with each other on a regular basis in an instructed manner, they are able to understand their differences and learn to solve social problems that may arise. Create a stronger social support system".

Academic benefits:

- CL Promotes critical thinking skills
- Involves students actively in the learning process
- Classroom results are improved
- Models appropriate student problem solving techniques

In other matters, create a stronger social support system. Collaborative learning cannot only help students learn more efficiently, but can also foster the development of social and personal skills in students because they can know their differences and use their different skills in solving the same problem.

Collaborative learning can be beneficial for students as it improves learning and establishes social support networks. These support networks can be helpful in school and in life. Students support each other and learn to resolve conflicts among themselves. It is important to be conscious that it is difficult work for teachers, but if students learn to work cooperatively, then the work becomes easier and more comfortable.

Figure 2. Benefits of collaborative learning to improve speaking and listening.
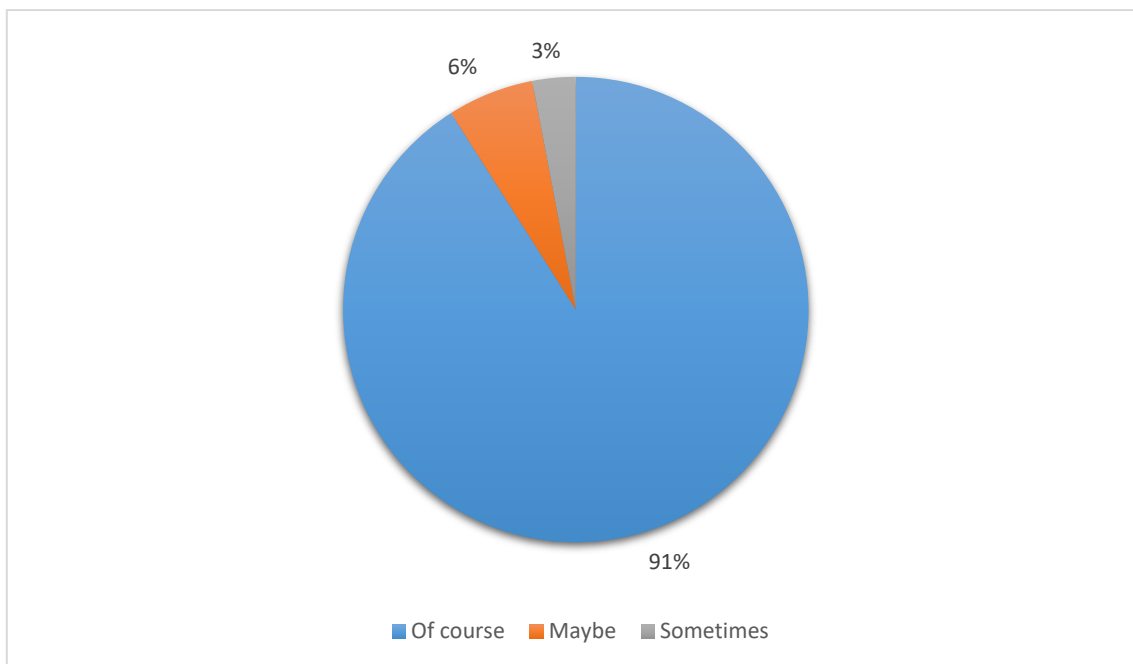
Of course 30   **Maybe 2**   **Sometimes 1**

The figure number 2. reveal regarding the type of study, the posttest finds that 67.5% of the sample reaches a medium level, followed by 29.9% with a high level and 2.6% with a low level.

4.1.2. Learning Strategies

4.1.2.1. *Concept of learning strategies*

Through diverse playful activities of learning the student has the opportunity to develop, "learning strategies are the set of activities, techniques, and means that are used with the aim of making the learning process more effective. These may vary according to the objective, study content, abilities, limitations, and learning style of the student". (Luis, 2016)

That is why it can be said that a learning strategy is the process through which the teachers and students choose, coordinate, and apply procedures with the objective of learning. Moreover, learning strategies are tools that students can use to learn more effectively. Each student is different, so learning strategies are personalized.

Nowadays, there are a lot of learning strategies that can be useful for developing every class, so it can raise a question: What is the most effective one? And there is no answer for that. It simply can be said that every strategy has a different purpose, but all the strategies are designed to reach the same aim.

4.1.3. Collaborative learning strategy

4.1.3.1.Concept of collaborative learning

A collaborative learning involves students working in pairs or small groups to discuss concepts or find solutions to problems, "collaborative learning strategies are different strategies which are designed to be worked in peer or groups" (Valamis, 2023)

Collaborative learning strategy involves working as a group to solve a problem or understand an idea. Used in the classroom, this learning style ensures students remain engaged in content while thinking critically and sharing ideas with their peers or groups.

As above is said, collaborative learning involves the cooperation and participation of all the individuals who are part of a peer or group. In addition, to produce good results, it is necessary to use the interaction of the whole group looking for the best solution to the different problems.

See the image below about the concept of collaborative learning

Figure number 3. Presents the teacher in the interview answering the collaborative learning question.

After finishing answering the question the teacher said that Collaborative Learning is a process through the teacher work in a set with all the students in the classroom. Effectively the teacher must be active in classroom with their students and interact each with others.

4.1.3.2.Importance of collaborative learning strategies

In relation to the autor O´ Byrne (2020) mentions:

This helps ensure that learners are active participants in the classroom. They are not receiving information from the teacher and passively using this in assessments as they'll learn how to address all aspects of the learning process. This active use of learning strategies helps learners develop skills, increase confidence, and build motivation in the learning process. Strategy use enhances independent learning and helps learners take responsibility for their own learning.

Owing to O´Byrne, a learning strategy is a learning way to organize and use a specific range of skills to learn curriculum content or complete other tasks more efficiently and effectively in a classroom setting as well as in non-academic settings

Strategies promote flexible thinking and teach students the importance of shifting their approaches to different tasks. Strategies encourage independent learning. Furthermore, it helps students to become more efficient and more effective learners. When someone can learn a new language, it is indispensable to work in helping. Moreover, it becomes more than necessary the use of collaborative learning strategies. Indeed, a new language cannot be learned without interchange or interaction.

Figure 4. Activities that the teacher implements most in the classroom.
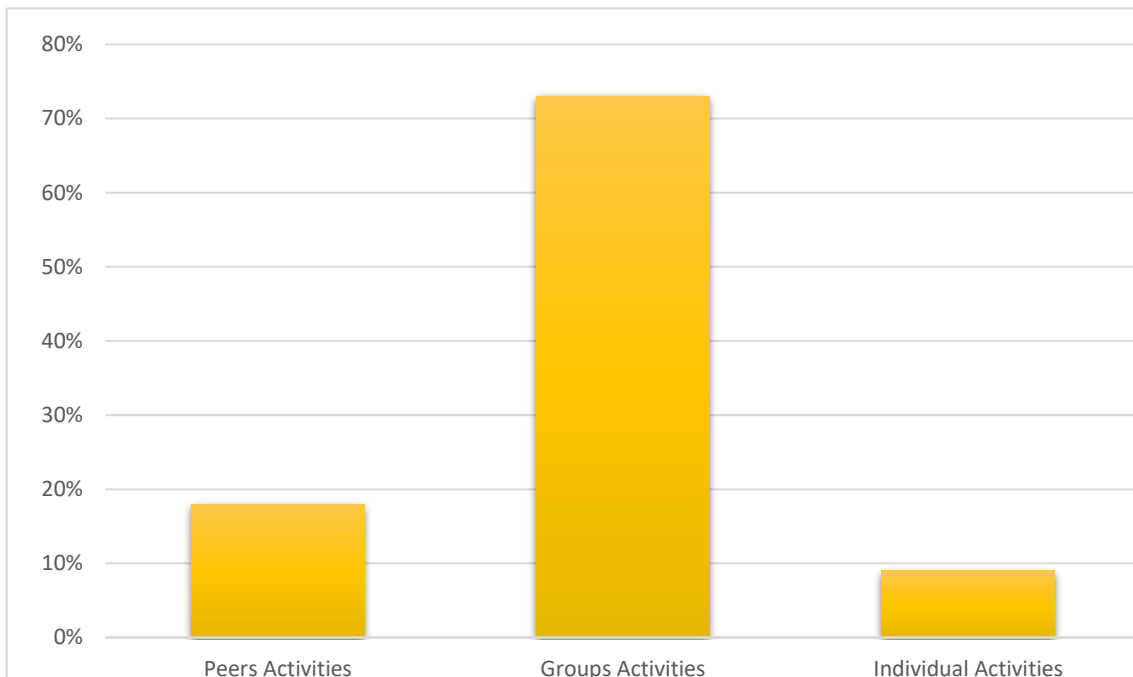
Peers Activities 6=18%   Groups Activities 24=73%   Individual Activities 3=9%

In this figure number 4. A higher percentage is shown in group activities with a 73%, 18% peers activities and with a 9% individual activities.

When the students were asked what activities they like most that their teacher does in the classroom, the majority responded that group activities with a higher percentage, which is a good sign for your teaching learning in them.

4.1.3.3.Peer teaching

"In short, peer teaching occurs when students, by design, teach other students". (Thought, 2019)

"Peer teaching can enhance learning by enabling learners to take responsibility for reviewing, organizing, and consolidating existing knowledge and material; understanding its basic structure; filling in the gaps; finding additional meanings; and reformulating knowledge into new conceptual frameworks"

As Thought said, peer teaching is all about teaching peers and learning from their peers, which involves learners and teachers of the same or different, age groups or levels of intelligence. This assisted teaching helps the students to enhance their teaching skills

Peer learning in classrooms can be implemented by asking older students to teach younger students, incorporating a buddy system, or asking students to form groups and create a presentation to lecture on a specific topic. Allows for higher rates of student response and feedback, which results in better academic achievement. It also creates more opportunities for students to practice specific skills, which leads to better retention.

4.1.3.4.Think Pair share

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. Instructors pose a question; students first THINK to themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues. (University, 2023)

In regard to University, Think Pair Share is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question; and share ideas with classmates.

The Think-Pair-Share activity gives them the opportunity to feel more comfortable sharing their thoughts. In addition, it fosters social skills, this strategy also improves students' speaking and listening skills. When pairs brainstorm together, each student learns from their partner.
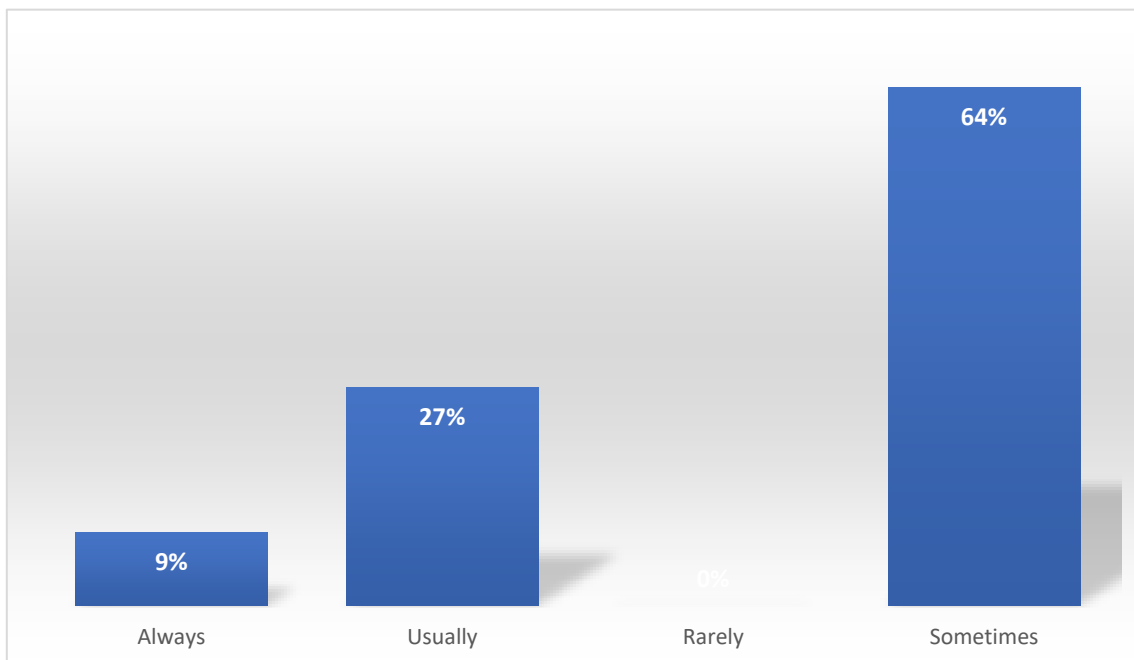
Graph number 5. Present the percent of students when they practice their speaking and listening skill outside the classroom.

Always 3   Usually 9   Rarely   0   Sometimes 21

Interview

 "An interview is a discussion or conversation that allows to get or give information" (Indeed, 2023)

As Indeed said, Interviews are a used to collect primary data by asking one or more people about their opinions, experiences or perspectives on a particular topic or subject matter.

In learning a new language interviews are a useful collaborative strategy to promote stude2nts interaction by asking and answering questions about familiar topics according to

the level of the students. This strategy is very used to teach English in primary schools in Nicaragua.

4.1.3.5.Problem based learning

"Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning". (Nilson, 2010)

According to de before, is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

For example, a problem-based learning project could involve students pitching ideas and creating their own business plans to solve a societal need.

In teaching a new language it can occur in different ways, example when the teacher gives a sentence with a mistake and so students has to look for the the mistake and reply it with the correct answer.

4.1.3.6.Simulations

In accordance with UNSW Sydney Teaching (2023) states:

Simulations are instructional scenarios where the learner is placed in a "world" defined by the teacher to represent a reality within which students interact. The teacher controls the parameters of this "world" and uses them to help students achieve the learning outcomes. Students experience the realism of the scenario and gather meaning from it.

As Teaching said, a simulation is a form of experiential learning. It is a strategy that fits well with the principles of students and constructivist learning and teaching; that is, learning and teaching that gives students power over what they learn and how they learn it, and that allows students to build their understanding of what they're learning through their experiences and interactions, rather than just passively receiving information.

Simulation-based learning is a form of experiential learning that provides learners with a real world like opportunity to develop and practice their knowledge and skills but in a simulated environment. In this way, the student can be prepared to face situations in real life.

4.1.3.7. Small Groups Discussions

As the autor National Library of Medicine (2020) says "small-group discussion is a student-centered methodology, that allows students to actively involve and be partners in the teaching-learning process. Students interact with peers and instructors, discussing, and sharing ideas. They develop the ability to build consensus in a group".

Owing to Health, a Discussion is a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving discussion understanding, or literary appreciation

It is a learning style that challenges students to be responsible for their own education. Students are required to sit around an oval-discussion table and are tasked to find new information together, talk, wait for answers, and ultimately think for themselves.

This strategy could help to avoid students' distraction, due to when students work in groups of six or more students, they can distract easily, for this reason is more recommendable to work with small groups.

Figure 6. How students like to work more.

Peers ■ Groups ■ Individual
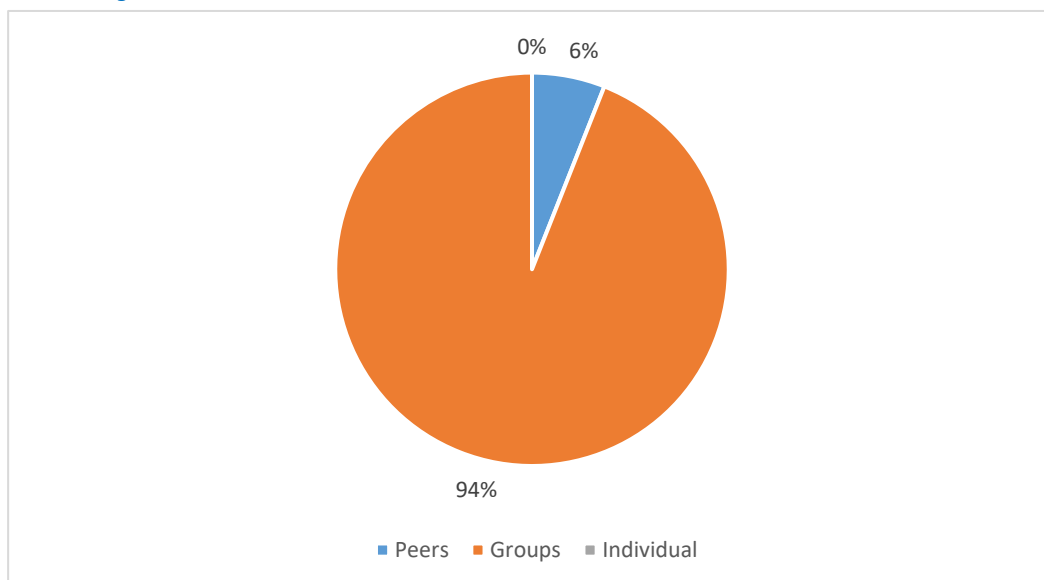
Peers 2   **Groups 31**   **Individual 0**

In figure 6, in relation to participation at the group level, 94% of the students classified their performance in the good criterion, 6% classified themselves in the poor criterion, and 0% in pairs. In this performance, the majority of students are classified as participating actively in the discussions on the topic and in solving the work.

4.2. Listening and speaking competence
4.2.1. What is listening competence
4.2.1.1.Concept of listening.

According to Krashen (1985) says "listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input".

When listening carefully, the children take into account the tone of voice, the phrases expressed, and repetition, it should be mentioned that when they can see the interlocutor, facial and body expression makes it easier to get the message.

Is a fundamental piece on the road to learn English. The best way to learn this language is based on listening skills. There are two reason why listening should be more focused than the other three language skills. One is that primary school students will be required to understand spoken English, if all the English classes are to be conducted in English only. The other is that listening competence is the first and foremost prerequisite in acquisition of language, be it that of one's mother tongue or that of a foreign one and that one can acquire language by listening first. It is worth mentioning that through real communications listening is carried out in an effective way, for that reason, the task of English teachers in primary school is to create a communicative environment where students can capture and adapt the sounds to their ears.

So, that the teaching-learning process focuses on children is very important, because the children do not have much vocabulary, phrases or feeling in Spanish, they are just beginning learn their mother tongue, and is more easy that teachers can give all that knowledge and that they can get all that knowledge in English and develop their listening skills.

In another hand, it possible to say that listening is a skill that allows the child to function as a receiver within the memorial field forming links in better communication, emotional, sensory development, neurological development, active development, and understanding.

For that reason, the listening skills is important, because primary school teachers need focuses on listening activities, using strategies based on the development of the collaborative learning to provide an excellent result in children learning and taking into account the importance of listening in order to create meaningful learning in students.

4.2.2. What is speaking competence
4.2.2.1. Concept of speaking.

In relation to what the author PARUPALLI (2019) insure:

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication, perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with other who live all around the globe. As English is considered the international language, and it is spoken all over the world, it serves the purpose of communicating with people who live in different regions, states, countries, and continents of the world.

From of this definition, it can be said that English speaking is a process to create conversation, taking in account some elements that might affect the transmission of messages due to speaking is one difficult skill in learning any language, because of it shows the ability to produce good pronunciation, intonation, stress words and other.

Currently, in primary school students it is so difficult to develop their speaking skill, because there are many components that students do not know. They do not like to communicate their ideas, they, prefer to listen students who develop their speaking

skill effectively can easily develop other skills in English, teachers should focus on what student say and how he or she speaks.

Talking about communication is to talk about speaking. Nowadays, there are different ways of communicating, but the most suitable is about speaking. It is important to mention the need of using a single language to achieve a communicative process effectively, and English is the only one language that supply this need around all the world, English join people of the whole world independently of their nationality.

In the learning of a language, speaking is a skill that cannot be avoided, because it is the most important skill. It helps to develop the other ones, due to students have some difficulties at the moment of speaking. However, every single student recognizes the importance of speaking, and how it helps with the other skills.

4.2.2.2. Concept of competence

A competence is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or task in a defined work setting. Competencies often serve as the basis for skill standards that specify the level of knowledge, skills, and abilities for success in the workplace, as well as potential measurement criteria for assessing competence attainment. (Masia, 2010)

In education, students are the principal´s protagonist of the competencies according to Alberta (2023) states:

Students are the artist, scientist, thinkers, innovator and leaders of the future they will be tasked with solving the problems of today, while, imagining and creating a new tomorrow. Competencies are critical for equipping students with the knowledge, skills, and attitudes that they will need to successfully navigate their personal journeys in learning, living, and working.

In a competence there are some necessary components; knowledge, skills, attitudes, every component is necessary to achieve the other one. They are linked,

because if there is knowledge, but there are not skills to apply it, the process will not be meaningful.

In education, teachers have to develop competences, which are useful for students; these can help to discover their proper knowledge. The importance of competence is support students to develop a critical thinking, so, they will be ready to face real situations by using the new language.

In the same way, there are skills or attitudes, but the knowledge is not founded, how can be applied.

It should exist a level of every component to be applied them correctly. Competencies are helping to achieve the goals in several fields, such as business, companies and specially in education, likewise they are given good results when they are applied correctly.

Students have to do their best for reaching the competencies that the teacher stablishes, and teachers have to create competencies according to the level of their students, competencies should be achievable and reachable. Competencies have great importance to develop education, in English learning they are useful to develop speaking, but a positive attitude is necessary to link knowledge and skills.

V.   ANALYSIS AND INTERPRETATION OF RESULTS

After analyzing the results obtained, this research concluded that:

In regard to the specific objective 1, identify the importance of using collaborative learning´s role to help students improving their speaking and listening competences skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023. To respond to this objective question number 7. "Do you think collaborative work helps you to improve your speaking and listening competences?" of the survey. The data obtained in graph (2) revealed that majority of students responded that collaborative work can help improve listening and speaking with a 91%, after maybe with a 6% and sometimes with a 3%. According to the results obtained collaborative learning is important because it allows students to develop the ability to work as a team and communicative with others.

Therefore, this data is consistent with the theory of (Vania, 2020) who stated that. "Collaborative learning is a very important pedagogical tool to improve cognitive abilities, since the type of interaction it is essential for our learning, as well as for our intellectual development." There are many studies that show that collaborative learning can have benefits for learning and knowledge creation. It can encourage dialogue and critical thinking, and can also be an effective way to solve problems. However, it is important that teachers know the relevance that collaborative learning is taking, so they can apply it in their classrooms. There by students could be able to adapt themselves to work in cooperation helping each other and facilitating the scope of each competence.

Concerning to the specific objective 2, demonstrate the value of applying collaborative learning´s role to support students improving their speaking and listening skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023. To meet his objective, the question 4 of the survey "Do you enjoy when the teacher implements collaborative learning strategies?" and the question 3 from the teacher's interview. "What are the benefits you see when you apply collaborative learning strategies?". The data obtained in graph (4) indicate that the 73% of students like to work in groups when the teacher implements different activities in the classroom, followed by 18% activities in peers and finally 9% with individual activities. The results were that, when the students were

asked what activities they like most that their teacher does in the classroom, the majority responded that group activities with a higher percentage, which is a good sign for your teaching learning in them.

These data are in accordance with the following theory of (Andreev, 2023) Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. This approach actively engages learners to process and synthesize information and concepts rather than using rote memorization of facts and figures. Thus, the interaction and communication that develop in collaborative learning can have long-term benefits, such as improved empathy, tolerance for errors, conflict resolution and adaptability.

On the other hand, one of the criticisms of collaborative learning is that some students may be more active than others in collaboration and problem solving, and that in these cases students may be left "neglected."

In respect to the specific objective 3, suggest a strategy that involves collaborative learning´s role to develop students speaking and listening skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023. To answer this objective in the question 3. "What kind of activities do you like the teacher to implement in class?" of the survey and the question number 2 from the teacher´s interview. "When you apply collaborative learning strategies to students do you think they develop their listening and speaking competence? Explain how?". The results obtained in graph (6) were in relation to participation at the group level, 94% of the students classified their performance in the good criterion, 6% classified themselves in the poor criterion, and 0% in pairs. In this performance, the majority of students are classified as participating actively in the discussions on the topic and in solving the work. According to the results of the graph, a high level of group participation of the students is shown when the teacher does different activities. Children prefer to work together and support each other.

These data are in accordance with the theory of (Health, 2020) small-group discussion is a student-centered methodology, which allows students to actively involve and be partners in the teaching-learning process. Students interact with peers and instructors, discussing, and

sharing ideas. They develop the ability to build consensus in a group. In our opinion, the small group learning methodology focuses on the students, their experience and their learning. It is very important that the teacher involves learning strategies collaboratively in the students so that they demonstrate their speaking and listening skills.

5.1. CONCLUSION

This work analyzed the collaborative learning's role in helping students to improve their listening and speaking competences in fourth grade "A" at Perfecta Perez School during the Second Semester 2023.

In this research, an analysis and literature review has been carried out, in which we gather the opinion of experts, which served a scientific basis to support the findings that were found through the surveys and the interview. These provided data about what the teacher and students have experienced while they are learning the new language when working collaboratively.

It concluded that:

• Collaborative learning´s role is essential at the moment of learning a new language. It provides students the opportunity to work in helping each other to learn together.

• Teachers have to look for funny and appropriate collaborative learning strategies to get the students involved.

• Collaborative learning helps students to develop their listening and speaking competences, it also helps students to improve many other skills.

5.2. RECOMMENDATIONS

Our recommendations as a group of researchers are the following:

Students	Teacher
✓ Be open to sharing their ideas and knowledge with others, with confidence and without fear. ✓ To help each other in the diverse activities that the teacher implement. ✓ Make an effort of reaching that goals proposed by the teacher.	✓ The teacher must implement teaching-learning strategies actively. ✓ Teachers have to look for diverses and funny collaborative learning strategies to get students involved. ✓ Realice diverse group activities to students can communicate each with others to improve the listening and speaking skill. ✓ Promotes communication and respect among students. ✓ Establish the goals and objectives of the activity, so that students feel motivated and committed when working to achieve them.

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Appendix

Appendix 1. Figures
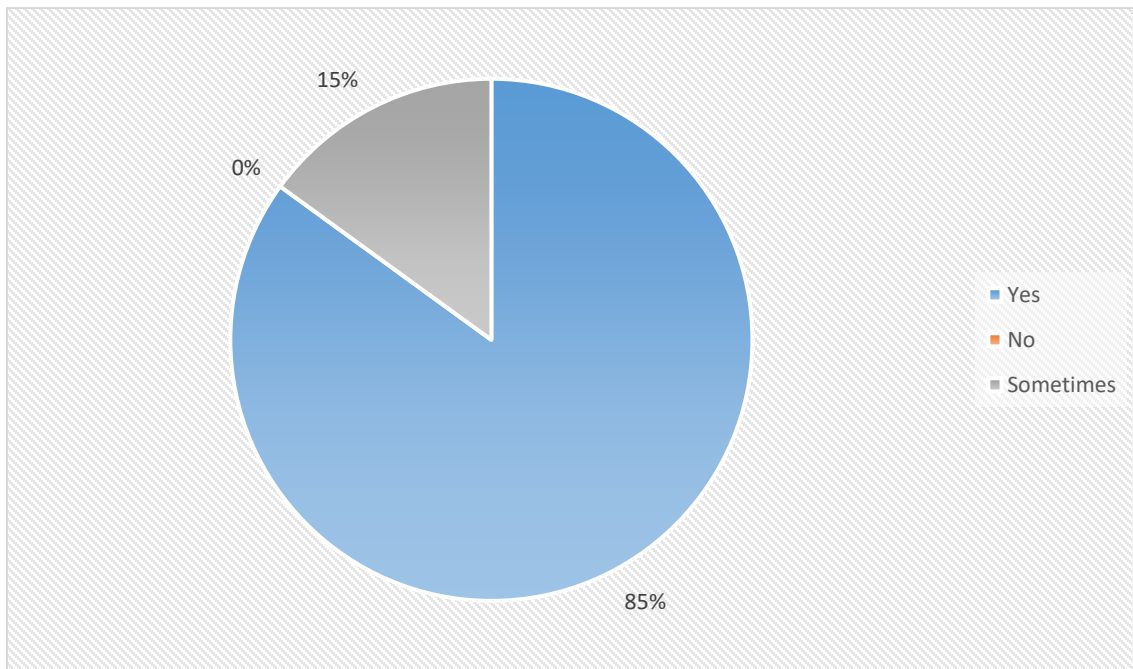
Do you enjoy when the teacher implements collaborative learning strategies?
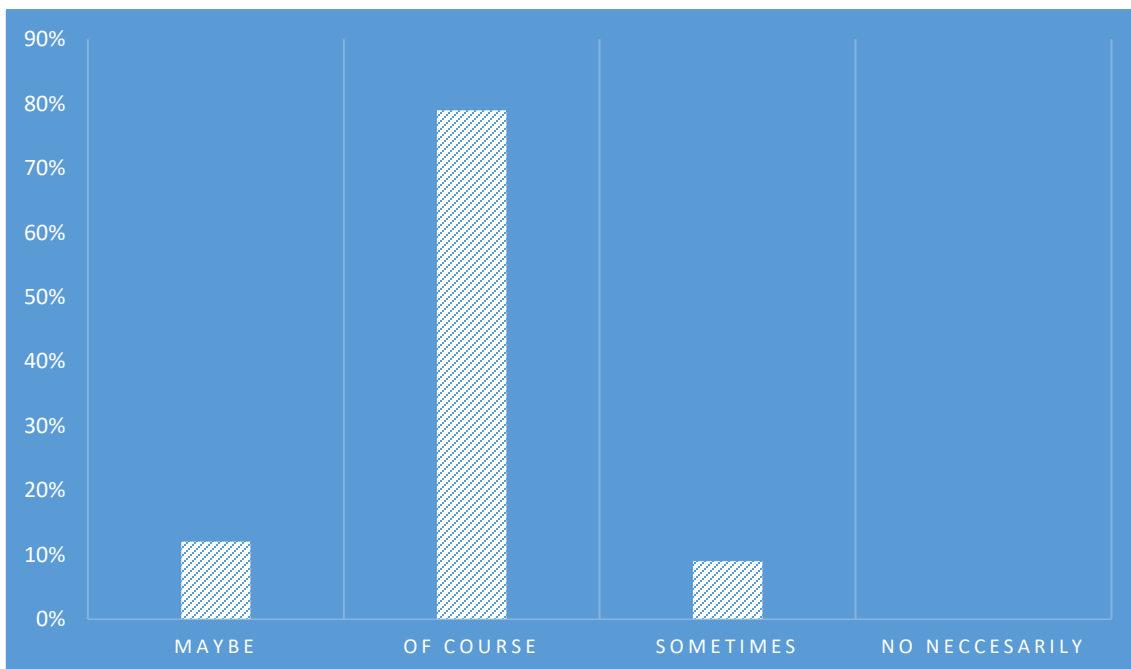
Yes 28   No   0   Sometimes 5

According the figure, it can see the majority of students prefer a positive answer, students like when the teacher involve strategies in the classroom.

Do you think people who are learning a second language need to interact each other collaboratively?

Maybe 4   Of course 26   Sometimes 3   No necessarily 0

As you can see the figure the major percent of interaction on the part of the students is of course with an 80%, followed by 13% maybe, after a 9% of sometimes and no necessarily with a O%. This signify that is important that people who are learning a second language need to interact collaboratively.

Figure 3. Strategies that involve to students in the classroom

How do your students get involve when you develop a collaborative learning strategy?

According to the teacher´s answer says students almost they involucrate of a friendly way but sometimes they have some indifference for example. When they make a puzzle however, she thinks that is the moment to help the important to work in a collaborative way.

It means that the fact that students are more likely to work as a team on an activity like a puzzle is a very important phenomenon.

Appendix 2. Operationalization of variables

Variable	Dimensions	Indicators	Scale	Questions	Techniques	Conducted to
Collaborative learning´s role	What is collaborative learning?	Concept of collaborative learning Importance of collaborative learning Benefits of collaborative learning	Open	Express in your words. What is collaborative learning?	Interview	Teacher
	Learning strategies	Concept of learning strategies Importance of learning strategies	Closed	How often does the teacher implement collaborative learning strategies? • Always • Usually • Sometimes • Never	Survey	Students
	Collaborative learning strategies	Peer teaching Think-pair-share Interview Problem based learning (PBL) Simulations Small groups Discussion	Open	What are the benefits you see when you apply collaborative learning strategies?	Interview	Teacher

			Closed	**Do you like to work in peers, groups or individual?** • **Peers** • **Groups** • **Individual**	Survey	Students
			Open	**When you apply collaborative learning strategies to students do you think they develop their listening and speaking competence? Explain how?**	Interview	Teacher
			Closed	**What kind of activities do you like the teacher to implement in class?** • **Peer activities** • **Group activities** • **Individual activities**	Survey	Students

Variable	Dimensions	Indicators	Scale	Questions	Techniques	Conducted to
Listening and Speaking competence	What is Listening competence?	Concept of listening competence Collaborative strategies to develop listening competence	*Open*	Do you think that is important the use of collaborative learning to develop the listening and speaking competences in students? Why?	Interview	Teachers
	What is Speaking competence?	Concept of speaking competence Collaborative strategies to develop speaking competence Strategies to develop speaking competence	*Closed*	Can collaborative learning help students to develop their listening and speaking competences?	Interview	Teachers
			Closed	Do you think collaborative work helps you to improve your speaking and listening competences?	Survey	Students

			Closed	**Do you think people who are learning a second language need to interact each other collaboratively?** • **Maybe** • **Of course** • **Sometimes** • **Not necessarily**	Survey	Students
			Open	**What do you do to motivate students to participate in different collaborative learning strategies?**	Interview	Teacher

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Interview addressed to the teacher

I. General data

School: Perfecta E. Perez

Teacher´s name: _____

Date: _____

Level: 4th Grade

Subject: English

II. Introduction: We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting an Investigation with the aim of collecting information related to our research work: Collaborative learning's role in helping students improve their speaking and listening competences in fourth grade "A", at Perfecta Engracia Pérez School, during the Second Semester, 2023.

III. Objective: To analyze the importance of using collaborative learning´s role in helping students improve their speaking and listening competences.

IV. Procedure:

1. Express in your words. What is collaborative learning?

2. When you apply collaborative learning strategies to students do you think they develop their listening and speaking competence? Explain how?

3. What are the benefits you see when you apply collaborative learning strategies?

4. How do your students get involve when you develop a collaborative learning strategy?

5. Can collaborative learning help students to develop their listening and speaking competences? Explain

6. What can we take in account when we apply collaborative learning strategies in the classroom?

7. What do you do to motivate students to participate in different collaborative learning strategies?

8. Do you think that is important the use of collaborative learning to develop the listening and speaking competences in students? Why?

Appendix 4. Survey

FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Survey addressed to the students

I. General data

School: Perfecta E. Perez

Student´s name: _____

Date: _____

Level: 4ᵗʰ Grade

Subject: English

II. Introduction: We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting an Investigation with the aim of collecting information related to our research work: Collaborative learning's role in helping students improve their speaking and listening competences in fourth grade "A", at Perfecta Engracia Pérez School, during the Second Semester, 2023.
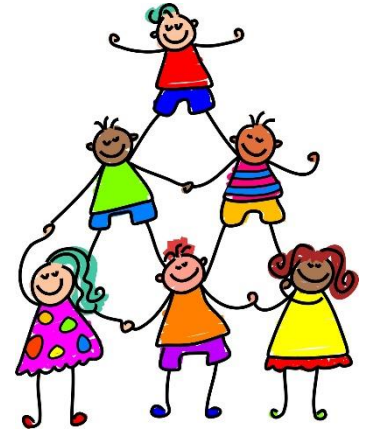
III. Objective: To analyze the importance of using collaborative learning´s role in helping students improve their speaking and listening competences.

IV. Procedure

Circle the correct option that you consider correct

1. How often does the teacher implement collaborative learning strategies?

   ✓ Always

   ✓ Usually

   ✓ Sometimes

   ✓ Never

2. Do you like to work in peers, groups or individual?

   | **Peers** | **Groups** | **Individual** |

3. What kind of activities do you like the teacher to implement in class?

   ✓ Peer activities

   ✓ Group activities

   ✓ Individual activities

4. Do you enjoy when the teacher implements collaborative learning strategies?

   ✓ Yes

   ✓ No

   ✓ Sometimes

5. Do you think people who are learning a second language need to interact each other collaboratively?

- ✓ Maybe
- ✓ Of course
- ✓ Sometimes
- ✓ Not necessarily

6. How often do you practice your speaking and listening when you are outside the classroom?

- ✓ Always
- ✓ Usually
- ✓ Rarely
- ✓ Sometimes

7. Do you think collaborative work helps you to improve your speaking and listening competences?

- ✓ Of course
- ✓ Maybe
- ✓ Sometimes

Thank you for participating in this survey

Did you like the teacher guided survey?

YES ☺ ☹ NO

Appendix 5: Analysis and interpretation of results

	Objective 1	Objective 2	Objective 3
Specific Objective	To identify the importance of using collaborative learning´s role to help students improving their speaking and listening competences skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023.	To demonstrate the value of applying collaborative learning´s role to support students improving their speaking and listening skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023.	To suggest a strategy that involves collaborative learning´s role to develop students speaking and listening skills, of students in the 4th grade "A" at Perfecta Engracia Pérez, during the second semester, 2023.
Questions/ Results summary	Question number 7. "Do you think collaborative work helps you to improve your speaking and listening competences?" of the survey and the question 8. "Do you think that is important the use of collaborative learning to develop the listening and speaking competences in students? Why?" from the teacher´s interview. The data obtained in graph (2) revealed that majority of students responded that collaborative work can help improve listening and speaking with a 91%, after maybe with a 6% and sometimes with a 3%.	Question 4 of the survey "Do you enjoy when the teacher implements collaborative learning strategies?". Question 3 from the teacher's interview. "What are the benefits you see when you apply collaborative learning strategies?". The data obtained in graph (4) indicate that the 73% of students like to work in groups when the teacher implements different activities in the classroom, followed by 18% activities in peers and finally 9% with individual activities.	Question 3. "What kind of activities do you like the teacher to implement in class?" of the survey and the question number 2 from the teacher´s interview. "When you apply collaborative learning strategies to students do you think they develop their listening and speaking competence? Explain how?". The results obtained in graph (6) were in relation to participation at the group level, 94% of the students classified their performance in the good criterion, 6% classified themselves in the poor criterion, and 0% in pairs. In this performance, the majority of students are classified as participating actively in the discussions on the topic and in solving the work.

Interpretation of results	According to the results obtained collaborative learning is important because it allows students to develop the ability to work as a team and communicative with others.	When the students were asked what activities they like most that their teacher does in the classroom, the majority responded that group activities with a higher percentage, which is a good sign for your teaching learning in them.	According to the results of the graph, a high level of group participation of the students is shown when the teacher does different activities. Children prefer to work together and support each other.
Theory and literature review/ Implications	(Vania, 2020) Collaborative learning is a very important pedagogical tool to improve cognitive abilities, since the type of interaction it is essential for our learning, as well as for our intellectual development.	(Andreev, 2023) Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. This approach actively engages learners to process and synthesize information and concepts rather than using rote memorization of facts and figures.	According to (Health, 2020) small-group discussion is a student-centered methodology, that allows students to actively involve and be partners in the teaching-learning process. Students interact with peers and instructors, discussing, and sharing ideas. They develop the ability to build consensus in a group.
Reflective analysis	There are many studies that show that collaborative learning can have benefits for learning and knowledge creation. It can encourage dialogue and critical thinking, and can also be an effective way to solve problems. However, it is important that teachers know the relevance that collaborative learning is taking, so they can apply it in their classrooms. There by students could be able to adapt themselves to work in cooperation helping each other and facilitating the scope of each competence.	The interaction and communication that develop in collaborative learning can have long-term benefits, such as improved empathy, tolerance for errors, conflict resolution and adaptability. On the other hand, one of the criticisms of collaborative learning is that some students may be more active than others in collaboration and problem solving, and that in these cases students may be left "neglected."	In our opinion, the small group learning methodology focuses on the students, their experience and their learning. It is very important that the teacher involves learning strategies collaboratively in the students so that they demonstrate their speaking and listening skills.

Appendix 6. Didactic Proposal

According to objective specific number 3: Suggest a strategy that involves collaborative learning´s role to develop students speaking and listening skills.

Strategy of listening and speaking skill

The proposal of a pedagogical didactic strategy as a result of this research work at Perfecta Perez school was designed on the bases of the current Nicaraguan Foreign Language study programme in primary education and some of the most relevant aspect of the communicative approach.

The game as a strategy will use the oral skill as main purpose in the interactive activities and use of language.

To apply it, the strategy, the specific topic "the time" of the last unit of fourth grade is taken. The strategy at the same time is very useful and flexible and accessible to other adaptation of theme and specific purpose according to the direction you want to give it at any level of teaching.

Proposal of a strategy

"Asking me and I answer you"

I.   General data of the strategy

• Content: Any content.

• Skill: Speaking and Listening.

• Materials: Printer paper, flashcards, six bottles, a ball.

• Category: Team work.

• Level: Any level

II.   Objectives

• To promote interaction between students

• Practice the use of the language trough collaborative learning strategies.

• Improve speaking and listening competences while reinforcing cooperative learning.

III. Procedure

A) Show the visual content on a flip paper with flashcards about vocabulary to study.

B) Students will form a team of six people.

C) Each group must choose one member and begin to play with the ball and the six bottles.

D) Put six bottles to three meters away and mark an area line from where the ball will he kicked from the marked line try to knock down the bottles by kicking the ball in the direction of the bottles.

E) Each bottle contains a label with different images about the time or everyday activities, each bottle is equal to one point.

G) A member of the group kicks the ball in the direction of the bottles. If he falls out a bottle, he gets the corresponding score for his team and if student falls out two or more bottles, he will have to read a question to his group and the group has to answer the question to obtaine the score.

For example:

Questions

What time do you get up?

One of the member of the group has to answer the question.

Example.

I get up at 6 am.

Suggestions

• Use the watch, as long as it is necessary to manage time.

• This strategy can be adapted to any content, or level of education.

• Be close to students to help them in the activity they need to be clarified.

• Give examples about the topic.

• Practice the vocabulary with the teacher using flashcard with pictures and repeat it each words.

• Motivate students to participate in the activity. (Create a better enviroment in the classroom, free learning and having good relationship with them).

• Explain in detail the activity that will be carried out.

Appendix 7. Evidences