



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO

UTN
IBARRA - ECUADOR
Facultad de
POSGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
MENCIÓN INGLÉS

TITLE

COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-
LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN
CONOCOTO-ECUADOR DURING 2021-2022

Research line

DEVELOPMENT OF THE COMMUNICATIVE ENGLISH SKILLS

AUTHOR: Luis Enrique Proaño Benavides, Lic.

DIRECTOR: Dr. Adriana Cundar R., PhD.

IBARRA - ECUADOR

2022



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



THESIS DIRECTOR CERTIFICATION

As Director of the research work with the topic "COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-2022", work which was carried out by Proaño Benavides Luis Enrique, prior to obtaining the master's degree in Master in Pedagogy of National and Foreign Languages, with a mention in English Language. I attest that the mentioned work meets the requirements and has plentiful merit to be publicly supported in court to be timely selected.

Ibarra, Octubre 2, 2022

ADRIANA
XIMENA
CUNDAR
RUANO
Firmado digitalmente por
ADRIANA
XIMENA
CUNDAR RUANO
Fecha:
2022.01.16
19:29:28 -05'00'

Dr. Adriana Cundar R., PhD.

I.D.: 1709268534

Thesis Director



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	1707597678		
APELLIDOS Y NOMBRES:	PROAÑO BENAVIDES LUIS ENRIQUE		
DIRECCIÓN:	DE LAS ACACIAS N15-375		
EMAIL:	luisproaob@gmailcom		
TELÉFONO FIJO:	022030277	TELÉFONO MÓVIL:	0995960872

DATOS DE LA OBRA	
TÍTULO:	COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-2022
AUTOR (ES):	Lic. LUIS PROAÑO B.
FECHA: DD/MM/AAAA	
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input type="checkbox"/> PREGRADO <input checked="" type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés.
ASESOR /DIRECTOR:	Dr. Adriana Cundar R., PhD.

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 13 días del mes de enero de 2023

EL AUTOR:



Firmado digitalmente por LIC.
LUIS PROAÑO B.
Nombre de reconocimiento
(DN): cn=LIC. LUIS PROAÑO B,
o=LEPB, ou=LUIS ENRIQUE
PROAÑO BENAVIDES,
email=teacherluispro@hotmail
.com, c=ES
Fecha: 2022.07.13 19:44:50
-05'00'

(Firma)

Nombre:Luis E. Proaño B.



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

AUTHORSHIP

The author attests that the piece of work being considered for authorisation is unique and that it was produced without violating anybody else's rights. As a result, the author agrees to be responsible for the work's content and to defend the University against any claims made by third parties.

Ibarra, Octubre 2, 2022



Firmado digitalmente por LIC.
LUIS PROAÑO B.
Nombre de reconocimiento
(DN): cn=LIC. LUIS PROAÑO B,
o=LEPB, ou=LUIS ENRIQUE
PROAÑO BENAVIDES,
email=teacherluispro@hotmail
com, c=ES
Fecha: 2022.07.13 19:44:50
-05'00'

Lic. LUIS E. PROAÑO B.

I.D.: 1707597678

The author



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO
BIBLIOGRAPHIC RECORD



Guide: POSGRADO – UTN

Date: Ibarra, Octubre 2, 2022

PROAÑO BENAVIDES LUIS ENRIQUE: “COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-2022” / **MASTER’S DEGREE AT:** Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra

DIRECTOR: Dr. Adriana Cundar R., PhD.

The General Objective of this Thesis was:

To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022.

Among the Specific Objectives were:

- To diagnose the level of fluency in the speaking skills in on-line modality with these senior students.
- To determine the appropriate evaluation instruments for the gathering of information and the analysis of the levels of fluency in speaking skills in on-line modality.
- To compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students.

Dr. Adriana Cundar R., PhD.

Director

Lic. Luis Enrique Proaño Benavides

Author



UNIVERSIDAD TÉCNICA DEL NORTE

UTN
IBARRA - ECUADOR
Facultad de
POSGRADO

FACULTAD DE POSTGRADO

DEDICATION

From the bottom of my heart, I dedicate this research paper especially to my lovely wife, Mayra Llamel, who always supported me in one way or another. To my children, Christian, Sheila and Angie who were the principal reasons for accomplishing my objectives. To my grandchildren, Sheilary Arleth, Kendra Danalía and Emmett David, who have always been my motor and true inspiration and who will be inspired in the future. To my beloved parents, who from somewhere in heaven gave me the strength to strive to become a successful teacher.

To all my professors from the master's program, and with exceptional devotion to my tutor, Dr. Adriana Cundar R., PhD., for her advice and entire support during this research paper.

Luis Enrique



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



ACKNOWLEDGEMENTS

First and foremost, I would like to thank the Universidad Técnica del Norte for having allowed me to be educated at the Postgraduate Faculty in the Master in Pedagogy of National and Foreign Languages, majoring in English Language teaching.

I am totally grateful to all my professors in this master's program who professionally contributed to making me become a better teacher of English. I also appreciate my classmates who always gave their best when sharing those precious moments with me to succeed in every task assigned.



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

INDEX OF CONTENTS

THESIS DIRECTOR CERTIFICATION ii

AUTHORIZATION OF USE AND PUBLICATION IN FAVOR OF THE UNIVERSITY
.....**Error! Bookmark not defined.**

AUTHORSHIP v

BIBLIOGRAPHIC RECORD..... vi

DEDICATION vii

ACKNOWLEDGEMENTS viii

INDEX OF TABLES xv

INDEX OF FIGURES..... xvi

RESUMEN..... xviii

ABSTRACT xix

CHAPTER I 1

THE PROBLEM 1

1. Introduction 1

 1.1. Problem Description 2

 1.2. Research Questions 4

 1.3. Backgrounds 5



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



1.4.	Research Objectives	8
1.4.1.	<i>General Objective</i>	8
1.4.2.	<i>Specific Objectives</i>	8
1.5.	Justification	9
CHAPTER II		11
REFERENTIAL FRAMEWORK		11
2.	Theoretical Framework	11
2.1	What is Collaborative Learning?	11
2.1.1	<i>Language Learning and Technology: Past, Present and Future</i>	13
2.1.2	<i>Cooperative vs. Collaborative Learning</i>	14
2.1.3	<i>Cooperative Learning</i>	16
2.1.4	<i>Collaborative Learning</i>	17
2.1.4.1.	<i>Collaborative Teaching and Learning Environment.</i>	19
2.1.4.2.	<i>How Can Learners Collaborate?</i>	20
2.1.6	<i>Classroom Routines in Virtual Classes.</i>	29
2.1.7	<i>Introducing Team Learning</i>	29
2.1.7.1.	<i>Group Work vs. Whole-class Activities.</i>	29
2.1.7.2.	<i>Encouraging Effective Participation in Group Work</i>	32
2.1.8	<i>Integrating Technology into Education</i>	33



FACULTAD DE POSTGRADO

2.1.8.1. *Challenges of Technology Use in Classrooms*..... 34

2.1.8.2. *Role of the Teacher in Using Information Technology (IT) with Teamwork*. 36

2.1.8.3. *Instructional Strategies with Internet Communication Tools*. 37

2.1.8.4. *The Importance of Digital Tools in the Virtual Classroom*. 37

2.1.8.5. *Synchronous Online Tools* 38

2.1.9. *What is Oral Fluency?* 38

2.1.9.1. *Developing Oral Fluency*..... 39

2.1.9.2. *Fostering collaborative learning to develop oral fluency*..... 40

2.1.9.3. *Traditional Strategies*..... 41

2.1.9.4. *Non-traditional strategies*. 41

2.1.9.5. *Innovative Online Teaching Techniques*. 42

2.1.10. *Collaborative Strategies*..... 43

2.1.11. *Collaborative Activities*..... 46

2.2 Legal Framework..... 47

CHAPTER III..... 49

METHODOLOGICAL FRAMEWORK..... 49

3. Purpose and Research Questions..... 49

3.1. Research Approach 50

3.2. Research Context and Participants..... 53



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



3.3.	Instruments for Data Collection.....	56
3.4.	Sampling.	63
CHAPTER IV		64
RESULTS AND DISCUSSION		64
4.	Results	64
4.1.	Class Observation Rubric 1	64
4.2.	Class Observation Rubric 2	69
4.3.	Class Observation Rubric 3	74
4.4.	Students' Survey Analysis	75
4.4.1.	<i>Question 7: Do you need extra time to process what you are being asked to do and/or formulate your responses?</i>	<i>76</i>
4.4.2.	<i>Question 8: What kind of activities do you prefer to work within your virtual class?</i>	<i>77</i>
4.4.2.	<i>Question 9: Do you think it is necessary to get models of communicating from your teacher?</i>	<i>78</i>
4.4.3.	<i>Question 11: The benefits of participating actively, and collaboratively bring positive results.</i>	<i>78</i>
4.4.4.	<i>Question 14: Do you think that you can support what you state easily?</i>	<i>79</i>
4.4.5.	<i>Question 18: How comfortable is your virtual environment provided in your virtual class?.....</i>	<i>80</i>



FACULTAD DE POSTGRADO

4.4.8.	<i>Question 19: Would you like to participate in collaborative digital activities?</i>	81
4.5.	Teachers' Survey Analysis	82
4.5.1.	<i>Question 10: Are you aware that some of your students may need extra time to process information and/or formulate responses?</i>	83
4.5.2.	<i>Question 12: When do you think it is necessary to give models of communicating?</i>	84
4.5.3.	<i>Question 13: Engaging students by outlining the benefits of participating actively, and collaboratively is absolutely necessary.</i>	84
4.5.4.	<i>Question 15: For pair or group activities in your virtual class, do you include activities where students have the chance to speak with fluency?</i>	85
4.5.5.	<i>Question 16: How often do you provide opportunities to your students to prepare ahead of an oral activity (do not confuse with a reading one), for example by using an online platform such as Padlet which allows students to share ideas before an activity?</i>	86
4.5.6.	<i>Question 20: How comfortable is your collaborative environment that you provide in your virtual class?</i>	87
4.6.	Discussion	88
CONCLUSIONS		96
RECOMMENDATIONS		97
5.	PROPOSAL	99
5.1.	Index	100



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



5.1.1.	Introduction.....	101
5.1.2.	Justification.....	102
5.2.	Theoretical foundations	102
5.3.	The Academic Guide for the CDS	105
5.3.1.	<i>CDS APPLYING PROCESS.....</i>	<i>106</i>
5.3.2.	<i>Collaborative Digital Strategies</i>	<i>108</i>
5.3.3.	<i>Suggested Collaborative Activities for these CDS.</i>	<i>114</i>
	LIST OF REFERENCES	121
	LIST OF APPENDIXES	129
	Appendix 1 Rubric 1 for specific objective 1, Research Question 2	129
	Appendix 2 Rubric 2 for <i>Specific Objective 2</i> , Research Question 3	130
	Appendix 3 Rubric 3 for <i>specific objective 3</i> , Research Question 4.....	131
	Appendix 4 Student's Data Tabulation & Scales	132
	Appendix 5 Teacher's Data Tabulation & Scales.....	136
	Appendix 6 Rubrics and Surveys Validation	138
	Appendix 7 Survey to Teachers	144
	Appendix 8 Survey to Students.....	148
	Appendix 9 Virtual Class with Class 3-AI.....	152
	Appendix 10 Virtual Class with Class 3-BUI.....	153



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



INDEX OF TABLES

Table 1 English level and foreign English textbooks for the secondary section.....	55
Table 2 Rubric to observe the overall oral interaction in virtual modality	57
Table 3 Rubric to observe the level of the overall oral production in virtual modality	58
Table 4 Rubric to answer the 4th research question.....	59
Table 5 Overview of the Questionnaire for the students.....	61
Table 6 Scales for the overview of the Questionnaires for the teachers for the teachers.....	62
Table 7 Objectives of the research paper and their corresponding research questions	89



INDEX OF FIGURES

Figure 1 Collaborative learning tips and strategies for Teachers 21

Figure 2 Class as a whole 30

Figure 3 Participants working in small groups..... 31

Figure 4 Padlet application to drop a comment about critical thinking assessment 32

Figure 5 Overall interaction questions stated by MCEFR. 65

Figure 6 Oral Interaction during the 20-class observed in the VM..... 66

Figure 7 Percentages of oral interaction Level gotten by the Class 3-AI 67

Figure 8 Percentages of oral interaction Level gotten by the Class 3-BUI..... 68

Figure 9 A comparison of the oral interaction levels reached by both groups..... 69

Figure 10 Overall production questions stated by MCEFR 70

Figure 11 Oral production levels during the 20-class observed..... 71

Figure 12 Oral production level gotten by the Class 3-AI 72

Figure 13 Oral production level gotten by the Class 3-BUI..... 73

Figure 14 A comparison of the oral production level reached by both groups 74

Figure 15 Do the classes work in a collaborative environment?..... 75

Figure 16 Question 7 Students’ Survey Results..... 76

Figure 17 Question 8 Students’ Survey Results..... 77

Figure 18 Question 9 Students’ Survey Results..... 78

Figure 19 Question 11 Students’ Survey Results..... 79

Figure 20 Question 14 Students’ Survey Results that you can support what you state easily?
..... 80



FACULTAD DE POSTGRADO

Figure 21 Question 18 Students' Survey Results.....	81
Figure 22 Question 19 Students' Survey Results.....	82
Figure 23 Question 10 Teachers' Survey Results	83
Figure 24 Question 12 Teacher's Survey Results	84
Figure 25 Question 13 Teachers' Survey Results	85
Figure 26 Question 15 Teacher's Survey	86
Figure 27 Question 16 Teacher's Survey Results	87
Figure 28 Question 20 Teacher's Survey Results	88



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



RESUMEN

En este trabajo de investigación se realizó una revisión de las Estrategias Digitales Colaborativas utilizadas en entornos virtuales para potenciar las habilidades orales del idioma inglés en el Liceo Naval Quito con Estudiantes de último año. El enfoque de esta investigación fue deductivo-cuantitativo debido a las conclusiones dadas al final. El método fue una revisión descriptiva, y la técnica fue una revisión bibliográfica. Los hallazgos revelaron que los temas más estudiados por Lehtinen (2022), Valamis (2021), Espinoza (2021), Muñoz (2020) y Sevilla (2021) fueron: aprendizaje colaborativo y estrategias colaborativas. Los instrumentos fueron tres rúbricas y dos encuestas que recogieron toda la información relevante. Además, se explicó el procedimiento de aplicación de las rúbricas y las encuestas; y, se dieron detalles básicos sobre la estrategia de selección de la muestra. Se realizó una recolección de información utilizando instrumentos de investigación de campo que permitieron identificar cinco estrategias digitales colaborativas para ser utilizadas en entornos virtuales y que puedan captar la atención de los estudiantes para que mejoren su producción oral. Como resultado se propuso una guía académica para la aplicación de estas estrategias con diferentes actividades colaborativas y herramientas digitales sugeridas. En conclusión, se puede afirmar que las estrategias digitales colaborativas podrían ayudar de manera efectiva a mejorar la fluidez en el lenguaje oral del idioma inglés.

Palabras clave: estrategias digitales colaborativas, fluidez oral, interacción, producción, modalidad virtual



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE POSTGRADO

ABSTRACT

This research project included a review of collaborative digital strategies used in virtual environments to improve oral English skills at the Liceo Naval Quito with students from the previous year. Because of the final conclusions, the focus of this investigation was deductive-quantitative. The method was a descriptive review, and the technique was a bibliographical review. The findings revealed that the most studied topics by Lehtinen (2022), Valamis (2021), Espinoza (2021), Muñoz (2020) and Sevilla (2021) were "collaborative learning" and "collaborative strategies. The instruments were three rubrics and two surveys that collected all relevant information. Besides, the procedure for the application of the rubrics and the surveys was explained, and basic details about the strategy for the sampling were given. A data collection was carried out using field research instruments, which enabled the identification of five collaborative digital strategies for use in virtual environments and capable of capturing students' attention in order to improve their oral production. As a result, an academic guide for the application of these strategies with different collaborative activities and suggested digital tools was proposed.

Keywords: collaborative digital strategies, oral fluency, interaction, production, virtual modality



CHAPTER I
THE PROBLEM

1. Introduction

At present, the national education system is facing some difficulties in the teaching-learning processes due to the pandemic, which has led all of the actors to lower their oral fluency when speaking the English language (EL). In the case of teachers, some of the issues they face, such as applying the correct approach to developing speaking skills or using new strategies to achieve all of the skills proposed by the Ministry of Education, remain an issue, particularly speaking, which has been one of the limitations for both teachers and senior students (SS) at Liceo Naval Quito (LICQUI) until now. Unfortunately, little effort has been made to make the students feel engaged to enhance fluency in speaking in a virtual modality at LICQUI.

The research work is grounded in collaborative language learning (CLL) to contextualize the problem deeply. Furthermore, this method allowed the researcher to focus on the collaborative digital strategies (CDS) to be used in order to speak EL more fluently. For sure, those digital strategies would help those SS students enhance the fluency of their speaking skills during the on-line modality.

Once this brief explanation has been understood, the structure of this research work will be as follows:

Chapter 1 encompasses a detailed description of the problem and its components. This chapter also outlines the research questions and corresponding objectives.

Chapter 2 describes all the pertinent literature relevant to the research questions being discussed and selected in order to get the necessary support for answering these questions.



Chapter 3 involves the methodology, techniques, and strategies to get the relevant information and is described and set out. This chapter also outlines characteristics of the quantitative approach that was suitable and useful to accomplish this research. Furthermore, a quantitative analysis based on numerical data and graphic representations created and organized using the Microsoft Excel software program was carried out in order to present the findings on fluency in speaking skills. This means that the collected results were analyzed once the application of class observations and surveys (well-structured forms created by using MS TEAMS) was applied (see the APPENDIXES SECTION).

Chapter 4 includes data treatment, analysis, interpretation, and discussion of results. This chapter presents a thorough discussion of the findings that led to the corresponding conclusions drawn from the study.

In **Chapter 5**, the proposal is finally presented, containing all the important aspects of some collaborative digital strategies for fostering fluency in speaking English.

1.1. Problem Description

First of all, it can be mentioned that, according to a study conducted by the School of Languages Education First (EF), Ecuador is ranked 47th among 72 evaluated countries from around the world. This means that, based on the EF Standard English Test (EFSET), which is the first standardized and free test in all of the world, Ecuador went down by 2.54 points. The evaluation was carried out in October 2015. Unfortunately, Ecuador got a lower grade than countries in the region like Argentina, Chile, and Peru. 95% of the Ecuadorian students who took the test provided by EF (around 800 students) attained an A1 and A2 level of English. (Paucar, 2016).



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



According to the results obtained in that study, most Ecuadorian senior students do not know how to manage more advanced real-life dialogues. They can only have basic conversations, such as giving personal information or discussing how they feel. They still face problems when trying to talk about definitions, conclusions, or reaching a consensus. A couple of years later, Ecuador obtained the 81st position among 100 countries in 2019, obtaining 46.57 points in the EFSET, which is the equivalent of the A1 level in the CEFR. In 2021, Ecuador was in the 90th position. In other words, it is on the lower level of English. (EF & EPI, 2022).

The Ministry of Education, after the evaluation administered by EF in 2015 to see if Ecuadorian senior students in public schools have achieved the A1 or A2 level of English according to the Common European Framework of References for Languages (CEFR), stated that there is a lot to change in terms of improving high school students' English language performance. Of course, there is a strong necessity to overcome the problem of speaking English fluently. But, taking into account that Ecuador implemented the new international standards in the national curriculum a few years ago with the help of Cambridge University Press in Ecuador (CUPE), why are there such low results? CUPE even implemented the Content and Language Integrated Learning (CLIL) system in the new English book series for Ecuador.

On the one hand, according to EF & EPI (2022), despite the fact that public schools once implemented CUPE's book series, they have yet to achieve the Ministry of Education's goals. There are thousands of Ecuadorian students who do not even want to speak English at all. The Liceo Naval Quito (LICQUI) went beyond by proposing its English project based on CEFR, which was approved by the Sub-Secretary of Education and is still in progress.

Even though the pandemic became a stumbling block for these SS, LICQUI through its own English Project, has helped a few of its SS get their B2 International Certification. However,



poor spoken English fluency was also found at LICQUI during virtual classes. Most students were not keen on speaking much yet. It might be because of the lack of collaborative digital strategies (CDS) to enhance their fluency in speaking the EL during their virtual English classes, or probably because if students were taught using one of the CDS, they would enhance their English oral fluency.

On the other hand, beginning to search for collaborative digital strategies was one of the first steps to be taken in this study. What was hoped to be accomplished with the development of this research was achievable and practical simply by obtaining appropriate collaborative digital strategies required for SS at LICQUI who were experiencing oral fluency issues, regardless of whether they belonged to the intermediate or upper intermediate level.

1.2. Research Questions

In accordance with the problem description discussed above; the following questions guided the researcher to propose collaborative digital strategies to be implemented at LICQUI in Conocoto-Ecuador during the school year 2021–2022. Then, the researcher sought to address four main research questions, which are as follows:

What are appropriate or suitable collaborative digital strategies that teachers can use to enhance speaking skills in on-line modality?

Do senior students use EL fluently when interacting in a virtual modality?

Do senior students use EL fluently when producing orally in a virtual modality?

Does the class work in a collaborative environment to develop the speaking skills during the virtual class?



1.3. Backgrounds

It is quite important to be familiar with some related terminology to have an excellent guide to this research paper and get a better understanding of its main purpose. Then, for example, the term "strategic" is "a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill planning for such situations" (Cambridge Dictionary, 2021). Meanwhile, the same word is defined as "a plan or method for achieving something, especially over a long period of time," by Macmillan Dictionary (2021).

Now, speaking about collaboration, TEFLs should think about what this method implies. Namaziandost, Homayouni, & Rahmani (2021) reached this statement: "Cooperative learning has become one of the mainstream instructions used in the language learning classroom to improve student speaking fluency and student-student interaction." In a few words, a class with no collaboration might be a normal class where the teaching process is centered around the teachers.

Regarding Collaborative Learning for Valamis (2021), it "is the educational approach of using groups to enhance learning through working together." The main idea is to process information and concepts rather than learn information only. In a few words, during this process, students must interact among themselves and with their teacher as well. Besides, Ss have to share documents on which they can work together in real time. Of course, instructions will have to be clear, and every team member will be responsible for doing an assigned individual task.

According to Ramos (2020), speaking is an essential skill, and besides, through it, interaction can occur in every single class. Therefore, "classroom interaction is necessary to build language knowledge and develop skills to help students enhance their communicative competence." Definitely, Ss will learn from one another despite the severe difficulties that they



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



encounter at the very beginning. The more they interact, the better for them.

When talking about speaking issues, Darby (2019) particularly states that "brainstorm some common issues that may arise in online discussion forums. The issues may be very different, depending on the grade level you teach. For example, monitoring seventh-grade discussion board posts can cause very real liability concerns." Therefore, collaborative digital strategies have to improve fluency in speaking. Based on this, it can be stated that the principle of these strategies is to focus on the interaction and activity between students in the teaching-learning process.

In the same way, it can be mentioned that there are some research papers about these collaborative/cooperative strategies. For instance, Espinoza (2021) says in her thesis about strategies that "speaking is the integration of the other three language skills that allow people to have an oral interaction either in personal, professional, business, or any field where communication is required." As a result, it is strongly believed that these are the skills that are to be constantly developed when learning the English language from the very beginning.

By the same token, about the collaborative strategies, Muñoz (2020) says that:

It has been demonstrated that meeting the international standards of English by simply using teacher-centered approaches, non-interactive methods, and following the question-and-answer mode in the classroom by using activities and readings as they are designed in textbooks does not contribute much to achieving the main goal of the English language curriculum. (p. 4)

This means that strategies dealing with the CLL to achieve the principal goal, which was to improve the speaking skills, have not helped with the improvement of the oral skills.

Therefore, one of the ways to develop oral fluency during face-to-face classes or in virtual modality (which was the setting for this research paper) is by using EL all the time when



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



participating in a Collaborative Digital Strategy (CDS) proposed or selected by the teachers (depending on the activity assigned). Always guided by each CDS's specific goal in conjunction with or supported by appropriate information and communication technologies (ICT) in order to obtain more interactive and appealing activities in which these Ss can put what they have learned into practice.

Then, according to the current models that Ecuadorian teachers are still using in their classrooms, it can be said that those personal models are not good enough. Therefore, to boost the speaking skills, Sevilla (2021) explains briefly the use of the e-learning platform in his article, emphasizing that it really helps students and teachers alike to be motivated, to make them see that there is no longer isolation because of the solutions given for traditional distance-teaching.

Muñoz (2020) also states that "it is important to analyze the cooperative learning approach and support applying speaking strategies to develop the oral competence for a foreign language in learners." Then, developing fluency in speaking skills using collaborative strategies could definitely be one way to help SS at LICQUI enhance fluency in their oral skills. Once again, if there is no cooperation and interaction in a team, there might not be success in developing fluency when speaking the EL.

By adapting and applying some collaborative strategies and using the suitable ICTs that predominate in virtual classes, the TEFLs in charge of these SS at LICQUI could design a more dynamic and creative virtual class that would lead to improving fluency in English speaking through cooperation rather than competition, because these SS would for sure be developing fluency somehow.



Ramos (2020) says that "classroom interaction is necessary to build language knowledge and develop skills to help students enhance their communicative competence." Then, it is necessary to have collaborative activities where SS can interact with each other by using spoken language (EL as the only means of oral communication) to become more familiar with it and, in this way, develop fluency. These models should be checked and corrected by the time Ss are interacting among them.

This research paper then provided a set of collaborative digital strategies that could offer the assistance needed to improve speaking fluency. López (2021) explains that "it strongly pretends to promote the acquisition of speaking and the use of English as a Foreign Language for educational and communicative development..." As mentioned previously, if there is no real interaction (using EL only), there will not be fluent oral production.

1.4. Research Objectives

1.4.1. General Objective

To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022.

1.4.2. Specific Objectives

To diagnose the level of fluency in the speaking skills in on-line modality with these senior students.

To determine the appropriate evaluation instruments for the gathering of information and the analysis of the levels of fluency in speaking skills in on-line modality.

To compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students.



1.5. Justification

There is an urgent need to prioritize research on the development of speaking skills in Ecuadorian public-school students. Then, conducting this research paper to understand and solve the problem of speaking English fluently was certainly relevant, because in this way, SS at LICQUI may have better opportunities in their lives, especially those who face a lot of adversity.

All the language skills are important, but an emphasis on the fluency in speaking subskills was put in this research paper due to the fact that they are needed for facing and overcoming daily-speaking issues because it is at this moment when it is compulsory to speak fluently as much as possible. Furthermore, any international English-speaking enterprise will not hire people who do not have the ability to communicate in English effectively.

When mastering the English language in all aspects (speaking fluency mainly), there will be loads of doors open not only in Ecuador but also around the world where opportunities are better and more diverse, specifically regarding salary. Subsequently, the more skilled people are, the more qualified and accepted they are.

Because the emphasis is primarily on the primary career, speaking about university studies will be simple as long as students master the speaking skills. This means that students who have the facility of speaking fluently would not have the necessity of studying English as a subject again, but would have to reinforce and practice only to get excellent scores. In addition, since the fluency speaking skill was the most difficult for students, especially during the on-line modality, collaborative digital strategies for enhancing this ability needed to be developed rather than just competing.

For the reasons stated above, it was necessary to search for various collaborative digital strategies that would significantly help in improving English education in on-line mode at



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



LICQUI, far more when developing speaking fluency skills. Consequently, the justification for this research paper was to compile some CDS that might help teachers and students, mainly to enhance their fluency in speaking the English language.



CHAPTER II

REFERENTIAL FRAMEWORK

2. Theoretical Framework

2.1 What is Collaborative Learning?

According to Pivec, Dziabenko, and Schinnerl (2021), "Most researchers agree that an important role in current learning structures is played by collaborative learning." they say. By all means, the main idea of collaborative learning (CL) is to let students interact amongst themselves in order to find any possible solution to a problem or a given task by producing as much spoken language as possible. The more they interact within the groups, the more familiar with EL they will be. Therefore, they can develop oral fluency.

For Redfern (2015), cooperative learning (CL) "works best when deployed for enquiry, idea generation, and problem-solving." The more collaborative work a team can achieve, the better, especially when trying to achieve a goal. This could be an activity proposed in a textbook or a task proposed by the teacher during class.

As stated before, the authors concur, potentially, on the same idea of what CL means. In addition, they explain that TEFLs may be absolutely delighted because of the greatest results that can be gotten when students are interacting with each other using the EL rather than working alone or when producing the spoken language in a group, especially if they are looking for a common solution. All of this is thanks to the collaborative activities assigned to the students, in which some other aspects should be taken into account before such activities can be done. According to Tajino (2016), these aspects allow academics and teachers to gain a better understanding of how instructional objectives impact collaboration in team learning as well as how they shape the contributions of the students to the lesson.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Thus, before working on a collaborative task, teachers should plan each lesson in advance, considering social and technological aspects too. For instance, questioning is most successful in the social aspects when teachers foster a courteous, trustworthy learning environment in which students feel comfortable contributing. Therefore, teachers must give guidelines that urge students to respect the rights of others to express diverse viewpoints so that students understand how to conduct dialogues. (High Impact Teaching Strategies, 2022). Regarding the technological aspects, and depending on the platform or application to be used, teachers also have to take some aspects into consideration. For instance, Deakin University CRICOS (2022) lists some recommendations when designing collaborative tasks and working with the MS-TEAMS platform, which are as follows:

1. Explain to the teaching staff why Microsoft Teams was chosen, so they can see how it fosters collaborative learning.
2. Become as familiar as possible with Microsoft Teams and its features.
3. Give your pupils precise guidance on what abilities they will be developing.
4. Create authentic tasks that help students collaborate throughout the school year.
5. Describe how Microsoft Teams will facilitate collaborative learning.
6. Educate students on the advantages of using MS-Teams.
7. Disseminate information on how kids can get help anytime they need it.
8. Think about the Microsoft Team's structure and how communication channels will be set up.
9. Download the mobile app version of the Teams to give teachers and students access to the Teams from anywhere at any time.

10. Check out the Microsoft Teams Interactive Demo to get started. (Microsoft Teams, 2022).

2.1.1 Language Learning and Technology: Past, Present and Future

In the 1980s, the introduction of microcomputers allowed for increasing computer use in the classroom. Much of it was still computer-assisted language (CAL) drill and practice, referred to as computer-assisted language instruction (CALI), Farr and Murray (2016). However, several early computer users urged a terminology shift to focus on language acquisition. During that decade, Farr and Murray (2016) reminded everyone that the twenty-first century brought with it Web 2.0 and new technologies for language teachers and students to use. As a result, debates regarding the best name to characterize the new reality of student and teacher-generated content, web-enabled devices, and mobile technology are ongoing. TELL (technology-enhanced language learning) has made a comeback. Mobile-related terms have also grown more prevalent, such as mobile-assisted language study (MALL).

What has happened between education and learning recently? The answer for Larsen-Freeman & Anderson (2016) is that "there are two main ways to think about technology for language learning: technology as providing teaching resources and technology as providing enhanced learning experiences." Definitely, not only did technology come for good, but it also helped educators obtain a new vision of the future of humankind.

Computing has become ubiquitous thanks to mobile devices, and the social web has evolved as an integral aspect of the lives of most people. According to Farr and Murray (2016), these two reasons are causing a new revolution in how people can connect with one another and, as a result, how we learn another language. They also remark that it was not effortless at the very beginning and that "the Internet has been a large force for change in language learning over



time." The introduction of the Web created opportunities for a change in resource availability, especially with languages not spoken locally.

Farr and Murray (2016) also say that much like the transition from mainframes to microcomputers, the introduction of the Internet ushered in a tidal change in the use of technology in education. The move to microcomputers made computers more accessible to a broader audience. In fact, the early Internet greatly expanded people's access to a wide range of resources, such as mobile phones. For instance, Web 2.0 made this even more conceivable in 2022. Not only is the usage of mobile applications in language learning fast growing, but there is also an overview of developing technologies, such as mobile apps, that may be heading into language learning (Farr and Murray, 2016). Therefore, teachers all over the world should learn to use these new digital tools in order to create more attractive classes and get a more engaged audience. Hence, the special situation of the future of virtual learning has been highlighted as follows according to Pass (2021):

Hybrid and remote education could become an integral part of traditional school systems, not only by providing uninterrupted education during snow days, natural disasters, and pandemics, but also as a viable model of education for rural students, those who are homebound, and as "schools-of-choice" for all types of students. (P. 258).

Then it can be stated that the future of virtual learning is quite ambitious because of the vast activities, techniques, or strategies that can be applied whenever they are needed, supporting in this way the traditional learning methods.

2.1.2 Cooperative vs. Collaborative Learning

Regarding cooperative learning, Lehtinen (2022) states that "cooperative work is



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



accomplished by the division of labor among the participants where each person is responsible for a portion of the problem solving," whereas collaborative learning, according to this author, "involves the mutual engagement of participants in a coordinated effort to solve the problem together." Fortunately, both methodologies (cooperative and collaborative work) are instructional methods in which students work in small groups to accomplish a common learning goal. On the other hand, Richards and Rodgers (2001) state that cooperative learning is a teaching method that makes extensive use of cooperative activities in the classroom involving pairs and small groups of students. They also suggest that cooperative language learning (CLL) is a subset of collaborative learning (CL), which is a more general educational approach of using groups to enhance learning through working together. To these authors, groups of two or more learners work together to get a solution for problems, complete tasks, or learn new concepts.

In terms of classes in online modality, Reitbauer et al. (2013) hold the view that "learners could look for further examples in their reading, online, in teaching materials and user discussions, and analyze the examples collaboratively." That means that learners can take great advantage of such virtual learning environments because they are ideal for the kind of collaborative work that social constructivist models advocate. As a matter of fact, teachers should take advantage of the virtual-modality classes and use collaborative strategies constantly, even in the face-to-face modality.

For Larsen-Freeman and Anderson (2016), "cooperative learning (sometimes called collaborative learning) essentially involves students learning from each other in groups." They clarify that it is not how the group is structured that makes cooperative learning distinguishable; they say that it is the way that students and teachers interact with each other that matters, especially interaction among students to learn from each other due to the fact that confidence is

stronger, and they are totally aware that they will not take into account mistakes because of fluent communication throughout the use of EL.

Moreover, by using CL, the teacher helps his students learn how to interact more effectively. In this way of learning, teachers must help students learn to collaborate, or how to develop social skills; subsequently, they can also develop fluency in oral skills. Although maintaining learner engagement requires CL because it is not effortless to have the students participate actively, teachers should know that collaborative activities are intended to promote learning through peer-to-peer interaction, which boosts on-task engagement and motivation. Then there is the need for English-language teachers to consider how pupils will work collaboratively to accomplish a project or an activity. On the other hand, there will almost certainly be CL situations that are difficult to overcome, particularly those in which people must collaborate to solve a problem, and that CL necessitates teaching learners how to collaborate effectively with others by resolving inevitable conflicts. This is one of the reasons that teachers should allow learners to know about the benefits of using CL, which will be seen later.

2.1.3 Cooperative Learning

Nowadays, not only is it pretty easy for teachers to create break-out rooms to have smaller groups automatically or manually within a virtual class, but also to assign or reassign students to these sub-groups. Few platforms let teachers do this in advance. All the teacher needs to do is plan ahead to decide how many groups he will need to work with, how many students will belong to each one, who the leader will be, or even name these groups. Crawford et al. (2005) are clearly right to highlight that "cooperative learning techniques allow every student in the class to participate for much of the time," but Crawford et al. (2005) also state is that "they organize the activities of many students at once so that the activity will be productive and not



chaotic." In large classes, it is difficult to get effective interaction or production of EL because the amount of time for any student to talk is very limited.

Contrastingly, Tylestone (2011) has defined CL as "the ability to show genuine empathy and to understand others' thinking, whether we agree with it or not." Definitely, what the author demonstrates is that the main idea of working together as a group is to primarily understand other ways of thinking without taking into account that it is an option by which learners put empathy apart from the task given, because what matters is the goal to be achieved.

Tylestone (2011) also states that collaboration entails more than merely cooperating in groups. However, the entire classroom communication process depends on it. Then comes the time when students use cooperative and collaborative learning practices to help them solidify what they have learned and practiced so that when it is time for individual assessment, the information is fresh in their minds.

2.1.4 Collaborative Learning

The definition of collaborative learning in Cooperative and Collaborative Learning [CCL] (2022) is: "a method of teaching and learning in which students' team together to explore a significant question or create a meaningful project." The author also says that it is "a group of students discussing a topic or working together over the Internet on a shared assignment" which are both examples of collaborative learning."

According to CCL (2022), CL is an opportunity for learners to put into practice EL where they can interact to achieve a common goal while collaborating in their teamwork. Fortunately, educators realized that they were worried that traditional classroom learning approaches were teacher-centered, favoring majority students, and emphasizing competition rather than cooperation. After that, they thought that they should take into account some advantages when



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



applying collaborative learning because they understood that CL helps teachers form strong relationships with students and gives kids the experiences they need for healthy social, psychological, and cognitive growth. Educators also noticed that CL enhances the accomplishments of all students, including those who are gifted or academically challenged; they also noticed that CL also replaces most classes and schools' competitive organizational structures with a team-based, high-performance organizational structure. (Richards and Rodgers, 2001). Under no circumstances should educators forget to practice collaborative learning since it is an approach that lets teachers and students alike work actively by interacting amongst themselves one way or another to produce their spoken language without considering their mistakes but their effectiveness and meaningful communication. This is why Redfern (2015) mentions that "collaborative approaches to learning dominate the evidence-based research for the impact they have on student achievement."

Nabors et al. (2021) agreed that "all of the respondents felt that the activities helped preserve their interest and attention during each class session." During their research, these authors noticed that no sooner had their participants worked in collaborative learning activities than they began interacting quite differently. After that, these authors said that by using collaborative strategies, learners could interact in a better manner. In fact, they also stated that team learning promotes active learning among participants. The most important observation in Nabors' research was that it is possible to gather experience by doing or observing and by communicating with others. It has a higher impact when learning is done through "doing" and engagement with "others." They also found that to promote student learning and critical thinking growth, traditional teaching approaches can be combined with active learning methodologies.

The research had been conducted at the time of the study with a group of nurses. Data



had been collected from instructors via a researcher-developed online survey through the application Qualtrics. Nabors et al., (2021) mentioned fourteen teaching strategies that had been categorized by the researchers as experience by "doing" (case study, concept map, cooperative learning, group work, PBL, role play, team learning, question and answer pairs, games, debate, discussion, clicker questions, flash cards, and puzzles,) and the other six had been categorized by the researchers as experience by "observing" (lecture, PowerPoint presentation, simulation, video, vignette, and scenario).

2.1.4.1. Collaborative Teaching and Learning Environment. To Nabors et al. (2021), it is quite important to make learners feel willing as well as capable of taking responsibility for their learning because there must be a great learning environment within collaborative activities. Then, there are some principles that these authors considered to achieve this learning environment, such as making the learners feel secure, respected (as individuals), and clear about what to do and why (with options, with individual goals, and with tracks of their learning). According to Nabors, learners need to be integrated into every lesson, and last but not least, to let them have more time to talk.

Then, “Learner-centredness and learner autonomy have played a central role in the recent history of language teaching and learning” (Reitbauer et al., 2013, p. 69). Subsequently, a learner-centered approach must therefore include an element of awareness development or time for learners to be given a clear explanation about the task to be accomplished to help them expand their ability to play a dynamic and self-directed role in their language training. In this way, learners will be involved in their learning process, having the chance to even select their own activities and materials.

There are numerous ways for an educator to be attentive to students, depending on the role that the instructor may play. The most crucial task for an educator should be the creation of an appropriate learning environment during an online class so that students can feel engaged in participating in online activities that practically turn into challenges to solve. These roles, as described by Bender (2012), can be used for different purposes and at different times in classes. For instance, a teacher can be seen as a facilitator, as an expert, as a formal authority, as a socializing agent, as an ego ideal, and as a person.

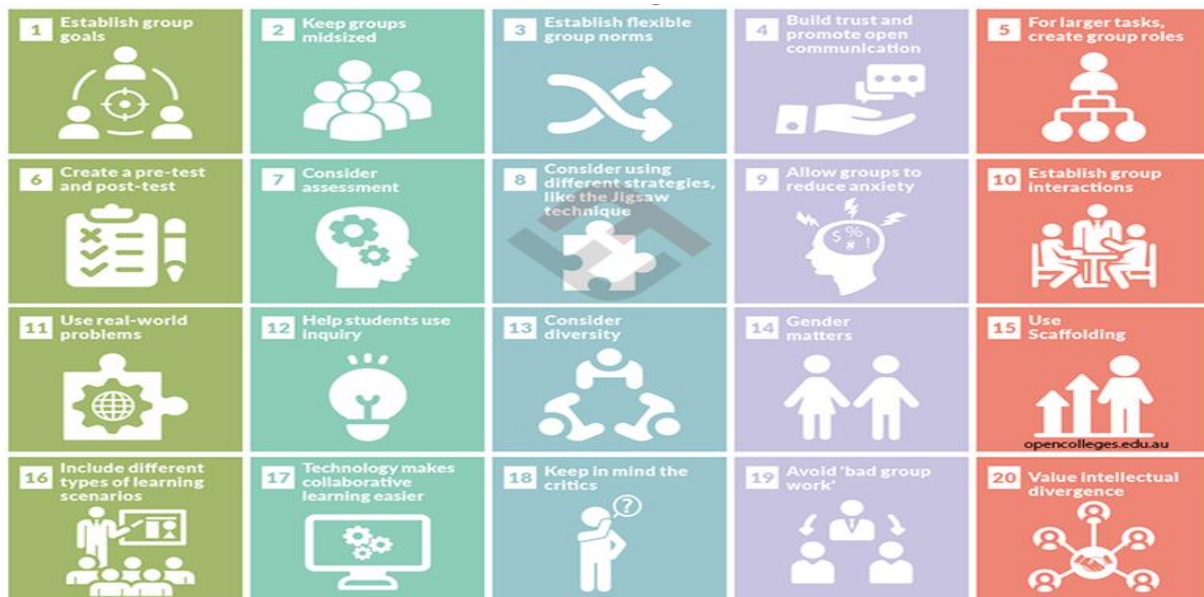
2.1.4.2. How Can Learners Collaborate? A key aspect of CL is that educators cannot always predict how students will perform in a collaborative setting, but if they prepare and perform well as mediators and facilitators, the collaborative experience will benefit both the teachers and their students. (Roberts, 2004). Nevertheless, this author mentions that teachers should check out the following characteristics of CL to see if they are benefiting:

- a) Teachers and students sharing knowledge: This is a feature of the traditional classroom in many aspects, where the instructor is the information provider, but it also includes some student input, where students contribute with their experiences or expertise.
- b) Shared authority between teachers and students: In this scenario, the teacher delegated goal-setting authority to the students within a topic, allowing them to approach assignment completion in their own unique way.
- c) Teachers as mediators: Teachers enable students to learn how to learn in this area, which is one of the most significant parts of collaborative learning.
- d) The last, but not least, students in heterogeneous groups: This trait teaches all students to accept and appreciate the contributions made by all members of the class, regardless of content.

It is of paramount importance to know that collaborative learning promotes active learning among participants. Moreover, learners can interact with each other to produce spoken language more fluently, and, of course, when working together as a team, they will definitely do any activity proposed more vigorously. This is why, Clifford (2021) not only promotes in her article that "collaborative learning teams are said to attain higher-level thinking and preserve information for longer times than students working individually," but Clifford (2021) also includes "20 collaborative learning tips," as shown in Figure 1.

Figure 1

Collaborative learning tips and strategies for teachers



Note: TeachThought by Clifford, 2021. Copyright 2022.

Describing one by one these tips, Clifford (2021) states them as follows:

1. Establish clear group goals.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



The establishment of group goals, as well as individual responsibility, is required for effective collaborative learning. This keeps the group focused and maintains a clear goal. To save time, it is best to define goals and objectives before beginning an assignment.

2. Keep groups midsized.

It's better to split the class into small groups of three or fewer participants because there is usually a lack of diversity and it may not allow for divergent thinking. On the other hand, too large groups encourage “freeloading”, in which not all members participate. Then, a group of four or five people is best suited.

3. Establish flexible group norms.

In group learning, interaction and negotiation are essential. For instance, younger students may want to establish guiding principles for group interactions, whilst older students may develop their own norms. Conversely, because of their durability, it is best to have flexible norms. Norms should evolve in response to changing circumstances so that groups do not become rigid and intolerant or that sub-groups form.

4. Build trust and promote open communication.

Teamwork necessitates effective interpersonal communication. It is critical to establish trust. Before moving on, address any immediate emotional issues that arise as well as any interpersonal issues. Tasks should encourage everyone in the team to thoroughly explain concepts to one another. Students who provide and receive complex explanations benefit the most from collaborative learning. Open communication is essential.

5. For larger tasks, create group roles.

It saves time to divide a difficult task into parts. Teachers can then assign various roles, such as: group leader, recorder, reporter, and fact-checker. Students may take turns selecting their own roles and alternate roles based on sections of the assignment or classes.

6. Create a pre-test and a post-test.

A pre-test and post-test are good ways to ensure that the group learns together. An assessment gives the team a goal to strive for and ensures that learning is prioritized. It also enables instructors to assess the group's effectiveness. If there are differences in the assessments over time, changes can be made.

Furthermore, teachers can use Bloom's taxonomy to hone in on specific skills. Individuals should also fill out surveys to assess how well the group functioned. “Debriefing” is an important part of the learning process that allows individuals to reflect on the group learning experience.

7. Consider the learning process as part of the assessment.

Cooperative learning aids in the development of social and interpersonal skills in students. According to experts, the social and psychological effects of learning on self-esteem and personal development are just as important as the learning itself. In terms of assessment, grading students on the quality of conversation, student participation, and observance of group norms may be beneficial. Praise younger groups for meeting the following standards (for digital collaborative learning, for example). This type of learning is a process that requires explicit instruction in the early stages. The process of assessing itself motivates students to learn how to behave in groups. It also demonstrates to students that every teacher appreciates meaningful group interactions and follows norms.

8. Consider using different strategies, like the Jigsaw technique.

According to the Jigsaw Strategy, it improves social interactions in learning and promotes diversity. The workplace is frequently like a jigsaw puzzle. It entails breaking down an assignment into subtasks, with each individual researching their assigned area. Students from different groups who are studying the same topic may come together to discuss ideas. Students can become “experts” in their assigned topic through this type of collaboration. After that, students return to their primary group to educate others. Clusters, buzz groups, round-robin, leaning cells, and fishbowl discussions are some of the strategies used here.

9. Allow groups to reduce anxiety.

When dealing with difficult concepts, group learning can be beneficial. Groups frequently use humor to create a more comfortable learning environment that promotes positive learning outcomes. Allow groups to use stress-relieving techniques as long as they focus on their work.

10. Establish group interactions.

The success of the group is predicted by the quality of its discussions. Educators should demonstrate how a successful group operates. Shared leadership is frequently beneficial in this situation. Students should collaborate on group tasks and maintenance functions. Roles play an important role in group development. Among the task functions are: starting conversations, identifying points to consider, summarizing, defying assumptions or playing the devil's advocate, providing or conducting research, and reaching an agreement. The harmony and emotional well-being of a group are maintained. Maintenance responsibilities include sensing group feelings, harmonizing, compromising,



and encouraging, keeping time, calming tension, bringing learners into the discussion, and more.

11. Use real-world problems.

According to experts, project-based learning with open-ended questions can be very engaging. Rather than spending a lot of time creating a fictitious scenario, draw inspiration from real-world problems that can be used to facilitate project-based learning; they frequently have the appropriate scope for collaborative learning.

12. Focus on improving problem-solving and critical-thinking skills.

Design assignments that allow for multiple interpretations because different types of problems may concentrate on categorizing, planning, taking multiple perspectives, or forming solutions. When solving problems, try to follow a step-by-step procedure. Clifford (2021) details one commonly used problem-solving technique:

- Determine your goal.
- Set standards or objectives.
- Collect data.
- Generate choices or courses of action.
- Make use of data and objectives to evaluate the choices.
- Make a choice.
- Carry out the choice.

13. Keep in mind the diversity of groups.

Mixed groups with diverse talents, backgrounds, learning styles, ideas, and experiences work best. According to research, mixed-aptitude groups tend to learn more

from one another and help lower performers achieve more. Rotate groups so that students can learn from one another.

14. Consider demographics.

Similarly, gender-balanced groups were discovered to be the most effective. Male students are more likely to receive and provide elaborate explanations, and their positions are more easily accepted by the group, whilst female students are ignored by the majority of male groups. Teachers may also want to discuss or establish gender equality as a norm. This may appear obvious, but it is frequently overlooked. It's something teachers should talk about with older students.

15. Use scaffolding to diminish responsibility as students begin to understand concepts.

Teachers may want to give more direction at the start of a project than at the end. Assist as a mediator, for example, by assessing group interactions or, at first, by supplying a questionnaire to consider. Allow groups to take on more responsibility as time passes. In your classroom, this could mean enabling teams to create their own topics or products over time. After all, improving learning responsibility is a primary objective of collaborative learning.

16. Include different types of learning scenarios.

Collaborative learning focuses on rich contexts and difficult questions that generate high levels of reasoning. Laboratory work, study groups, debates, writing projects, problem solving, and collaborative writing are examples of assignments.

17. Technology makes collaborative learning easier.

Collaboration via technology produced the same results as collaboration in person, namely increased learning opportunities. Try using free online collaboration tools like



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Stixy, an online shared whiteboard space, Google Groups, or Mikogo for online meetings.

Be aware that some research suggests that online interactions result in more exchanges about planning than challenging viewpoints.

This could be because the study used students who didn't know each other. If this is the case, teachers might want to begin by having students become aware of each other's backgrounds and opinions ahead of time on a blog or chat board.

18. Avoid “bad group work”.

As with any learning strategy, a balanced approach is essential. Pessimists almost always have a valid point. According to a New York Times article, some people criticize collaboration for not allowing enough time for individual, creative thought. Allow some time for individuals to take notes before the groups begin. This could be a great way to evaluate an individual's grade.

19. Be wary of “group think”.

Whilst collaborative learning is an excellent tool, it is always appropriate to take a balanced approach. At times, group harmony can trump the need for more critical thinking. Groups will always favor the more confident members. Changing groups can help to mitigate this issue.

20. Value diversity.

Collaborative learning requires some commitment. For it to work, students must respect and appreciate each other's points of view. Class discussions, for example, can emphasize the importance of diverse viewpoints. Make your classroom a place where students can think for themselves. Teach students the importance of thought diversity. Teachers could give historical or social examples of how people working together were



able to solve complex problems. Collaboration is a process that must be learned. If used correctly, it can be a powerful tool for educators to access new ideas and information.

2.1.5 How to Set Up Pair and Group Work.

The idea of working together can begin by initially bringing about pair and/or group work, depending on the activity to be done in class. The teacher can do this by automatically splitting the class into smaller groups (using MS-TEAMS or any other platform that lets them do so). It is essential to ensure that the procedure of the activity is well explained before splitting the class up. Then, asking learners what they are about to do will be vital to check their understanding.

No sooner is the activity over than teachers and students alike must be aware of the feedback needed. It is also essential to set a clear time; consequently, any pair or group work knows exactly how much time is left to accomplish an activity. Finally, students should also know who the leader is to obtain support and guidance.

Nowadays, Bender (2012) explains that most software programs allow the entire online class to be split into smaller groups (pairs or groups of three, four, or five people, depending on the goals set for the collaborative activity). Each group is offered a variety of ways for group members to communicate with each other online. Teachers can create an asynchronous or synchronous discussion board for each small group that can use Live Video Chat (LVC) using any platform such as MS-TEAMS that lets them do it, or students can even send e-mails to those in their group (not so frequently done).

Some students, says Bender (2012), may choose to use their mobile phones to use the WhatsApp application or arrange face-to-face meetings (using any platform that best suits them). Fortunately, the online environment appears to provide viable alternatives. Another way to

divide the class into groups in greater detail is to have students participate in activities such as role-playing, writing a game, or holding a debate, among others.

2.1.6 Classroom Routines in Virtual Classes.

Most EFL teachers would concur that it is quite important to establish and maintain classroom routines for advantageous classroom management. Therefore, these routines might strengthen student confidence in the spoken language since learners will know what is expected of them. This set of rules could be established at the very beginning of every school year. These routines also encourage students to take ownership of how their peer-to-peer or team functions. In other words, they ensure that both the teacher and the students are held accountable and responsible for ensuring a smooth and efficient class environment, permitting everyone to learn from one another, and, of course, using the EL as a unique means of communication.

2.1.7 Introducing Team Learning

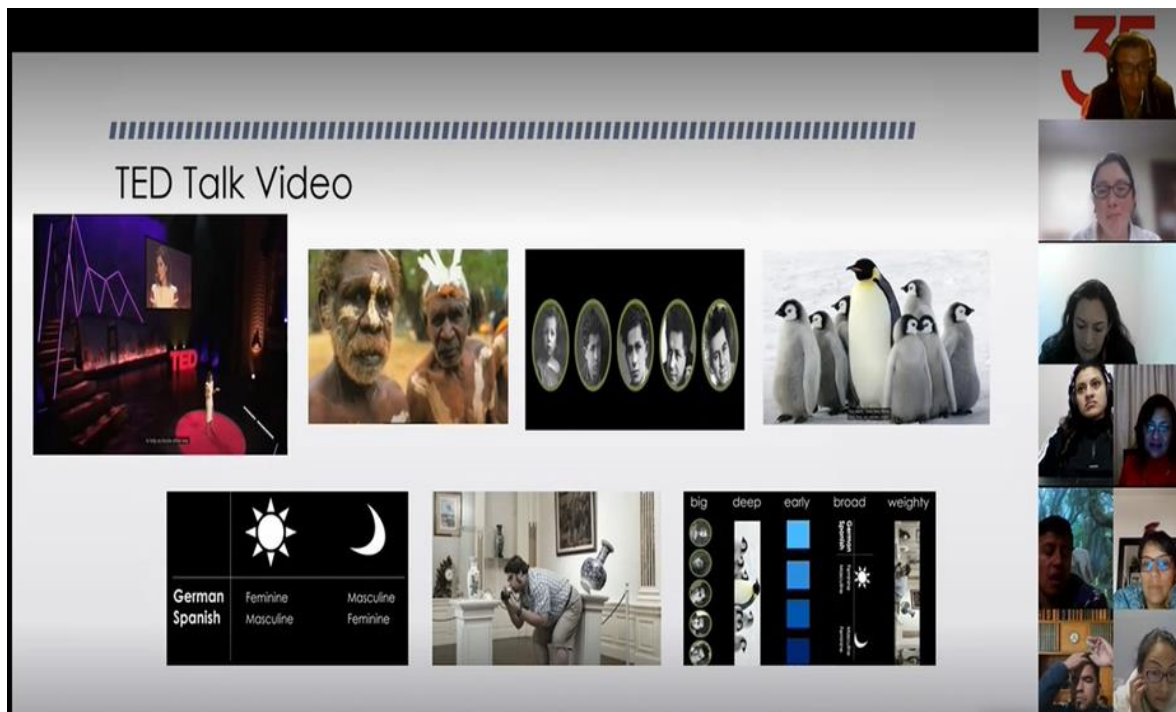
Nowadays, modern pedagogy offers a wide variety of approaches, methods, and techniques that let teachers feel equipped to face modern teaching proposals and challenges. Regarding this, Tajino et al. (2016) say that “collaboration takes conscious practice and needs to be introduced by modelling values and norms.” Then team learning is a collaborative effort that prioritizes values and essence over form. They also concur that teachers should not be the sole controller of classroom activity. Team learning requires the participation of all classroom participants, which is why they emphasize the importance of teachers viewing lessons as beneficial to both their own and their students' learning.

2.1.7.1. Group Work vs. Whole-class Activities. A daily teaching routine for a teacher in a virtual modality includes some group and pair work (henceforth, group work) activities that the teacher hardly thinks twice about partitioning the class to tackle some specific

communicative tasks. This is why group work, on the other hand, is not always the best option. Yet, it is much easier for a teacher to practice whole-class activities because they do not demand a lot of effort, whereas group and pair work will have a time and a place in a virtual class to obtain different results. As shown in Figure 2, the teacher carries out the activities within the class as a whole before splitting the class into small groups. This is just an example of how the teacher is working with her students as a whole class.

Figure 2

Class as a whole



The educator in Figure 2 was giving some pertinent explanations about the topic for that class whilst her students were paying attention to her in order to achieve the main objective. The interaction between the teacher and the students is perfect. On the other hand, to support group

projects, communicative methodologies have incorporated group work into the standard EFL teaching repertoire in recent decades. It is now widely accepted that in English classes, a teacher may spend up to 80% of the lesson time talking to the students. The learner clearly has very few opportunities to practice the language or develop fluency in the spoken language, as well as any other language skill. Teacher Talking Time (TTT) has become frowned upon, and methods to eliminate it and train students to perform in the language they have been learning have been devised. As shown in Figure 3, the class has been split into small groups to accomplish the task given.

Figure 3

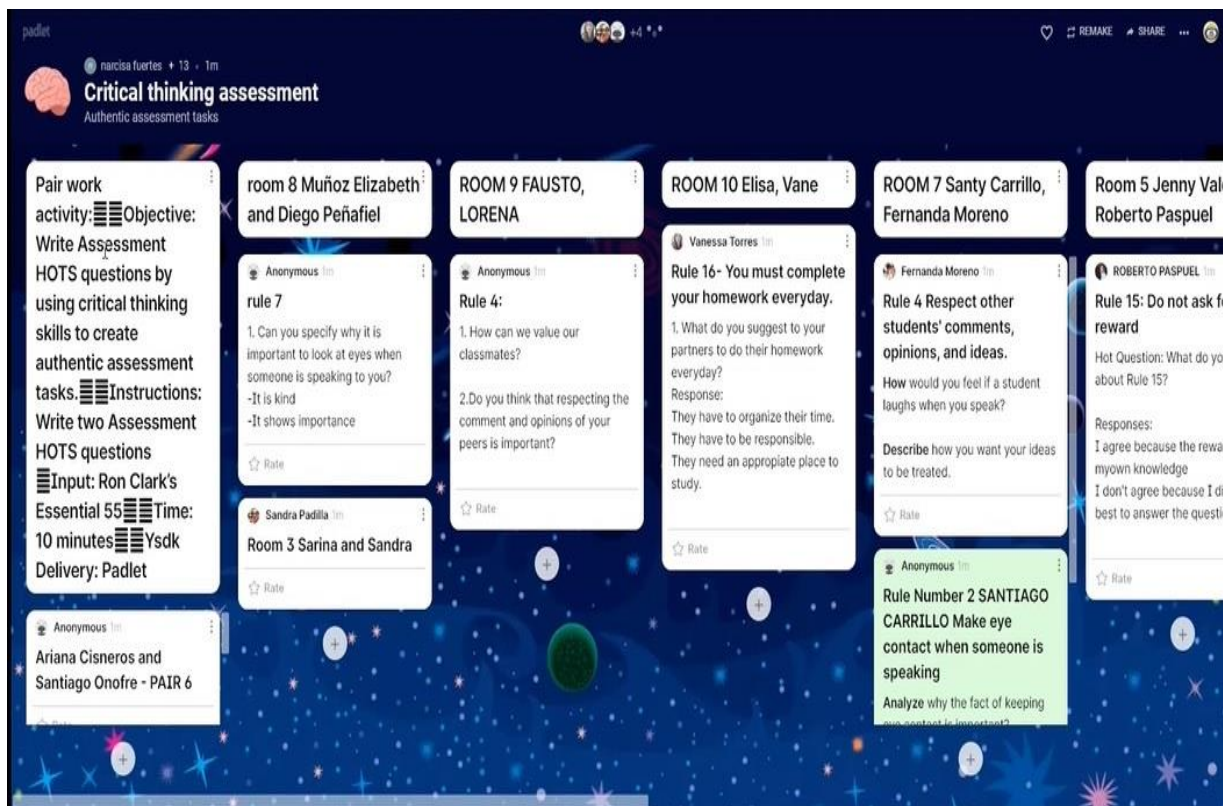
Participants working in small groups.



After that, the teams begin working more comfortably because of the benefits of working collaboratively. In this case, the students were sent to a break-out room to fulfil the objective of the task given as shown in Figure 4.

Figure 4

Padlet application to drop a comment about critical thinking assessment



2.1.7.2. Encouraging Effective Participation in Group Work. For Redfern (2015), "a team is often greater than the sum of its parts, and this is just one reason to involve group work in classroom exercises." Students are often more engaged when working with their peers and, through this process, can learn from one another.

He remarks that students are often more engaged when working with their peers, and they can learn from one another as a result. One issue that may arise, as Redfern (2015) mentions, is that when students work as a team, some of them may be able to opt out and disengage from the task, or the quieter students may be crowded out by someone who is more confident or authoritative.

Redfern (2015) also "claims that the larger the group, the more probable one or more students will become 'free riders,' as they are known in economics." Giving individuals within a group a particular responsibility is one method to address this and ensure that all kids can collaborate on the work. Role-designing for a task can be time-consuming and complicated, so he mentions five generic roles that might help students work in a group more effectively. These are the following: gatekeeper, timekeeper, recorder, checker, and sceptic. By all means, these roles have the advantage of being adaptable to any sort of activity and ensuring that each student has a distinct area of responsibility that contributes to the success of the team.

2.1.8 Integrating Technology into Education

In numerous ways, school and learning are dramatically different today. Memorization and reading aloud were once the expectations, and continued attempts at both earned prizes. These practices are still present despite the fact that it has been proven that the world of education has grown significantly in recent years. Today's teachers are encouraged, if not required, to use ICT to provide continuous possibilities for their students to learn and think in novel ways. For good or bad, technology has come, bringing some challenges, and this is why Swe Khine and Saleh (2010) promote that the challenge for teachers is to identify ways to design instruction using current teaching methods and technology. Conversely, history suggests that teachers will abandon media that do not fit the social organization of schooling.



In terms of modernization, Tileston (2011) says that students nowadays are not only utilizing technology; they are also attempting to invent it. All you have to do is visit one of the numerous communication sites to see videos, pictures, and music created and shared by students. Few students who have financial resources are frequently enrolled in classes where lectures and taking notes are the primary modes of instruction. The issue is that these classes do not permit them to interact with their peers. It's not surprising that they mentally withdraw. Fortunately, in the past few years, interactive technology has become the tool of today's classroom, just as a pen, pencil, blackboard, overhead projector, and slate were in previous years.

2.1.8.1. Challenges of Technology Use in Classrooms. For Erben (2009), when working with ITs, it is important to be aware of potential frustrations and how to avoid them. Conversely, the more a teacher uses instructional technology in the virtual classroom, the less teacher-centered the classroom becomes and the more student-centered it becomes. It has been discovered that technology-fortified classrooms promote discovery learning, independent learning, and learner-centeredness.

Customarily, students in a traditional classroom setting were taught new material in class and then expected to practice and improve on that material at home via school assignments. This new information was frequently delivered through activities such as discussions, class readings, and even questionnaires and evaluations. Then, students were expected to do homework activities outside of class, such as completing worksheets, workbook activities, writing passages or letters in a copybook, or practicing vocabulary, to strengthen their understanding of the new topic of the class.

At the most fundamental level, there are technical difficulties, which frustrate teachers more than anything else. These technical difficulties can range from a burned-out bulb on an



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



overhead projector to your computer screen freezing in the middle of a PowerPoint presentation (Bender, 2012). When working with ITs, it is crucial to remain aware of potential frustrations and how to avoid them. Certain potential problem situations, particularly those that can lead to classroom management issues, include when the teacher instructs students to conduct research on a website and many of the links on the website are broken, or when the students are ready to use a specific online tool but the server that hosts the website is temporarily unavailable.

Certain potential problem situations, particularly those that can lead to classroom management issues, include when the teacher instructs students to conduct research on a website and many of the links on the website are broken, or when the students are ready to use a specific online tool but the server that hosts the website is temporarily unavailable. Forethought is essential to avoid such avoidable annoyances. This means that teachers should always double-check the technology (hardware and software) before walking into the virtual classroom to teach. Teachers are also aware that synchronous chat promotes a livelier discussion. Their first step, however, is to introduce the students to their expectations regarding netiquette and interaction rules. They must explain to their students that they expect them to identify themselves and respond to at least one posting at a time. This procedure should be explained to the class first, and then modelled for them. If this type of training is not provided, students may experience stress that causes them to become disconnected from the technologies that are being used. However, when used correctly, the benefits appear to outweigh the risks.

There are also a variety of constraints that teachers should be aware of. For instance, preventing pupils from accessing problematic websites is another challenge that teachers must face and find out what IT security precautions could be implemented. The World Wide Web is a massive information repository. To best assist students, a teacher must function as a quality



control agent, ensuring that students do not waste time exploring subpar websites or sites that offer incorrect information. Teachers have to make their students evaluate everything they read on the Internet. There are many website evaluation rubrics available online to assist teachers in assessing the quality of webpages.

2.1.8.2. Role of the Teacher in Using Information Technology (IT) with Teamwork. In the process of teamwork for collaborative learning in the virtual modality, the role of the teachers is based on the socio-constructivist methodology, which proposes a mediator teacher. Ruíz Aguirre et al. (2015) note in their book that, as a result, the mediator is obliged to promote learning, to encourage the development of the potentialities of the learners, and to correct deficient cognitive functions to move the learner to his or her potential zone of development.

In this regard, the teacher will first encourage teamwork among his students by planning the task and defining the goals of the activity program. He must also guide students through both the overall task and the completion of the assigned tasks. This teacher should be well-versed in technological and collaborative learning tools for teamwork. He will also be in charge of forming groups and delegating roles to the students. This teacher will, in fact, manage the work pace and evaluation criteria, allowing academic performance to be measured both individually and collectively.

Among the best activities to be done, it is worth noting that stimulating and supervising teams must be accompanied by an effective management system. Finally, the last but not least task will be to assess how the teams performed in terms of behavior, issues discovered, and other indicators that characterized their teamwork Ruíz Aguirre et al. (2015)

2.1.8.3. Instructional Strategies with Internet Communication Tools. As a result of technological advancements, teachers must now employ a variety of strategies to engage students. This is why Swe Khine and Saleh (2010) emphasize that for a long time, there has been a lot of research on learning effectiveness and the use of Internet communication tools, with many education researchers sticking to their passion and determination.

According to Postman (1992), oral communication focuses on group learning, cooperation, and a sense of social responsibility, whereas print communication focuses on individual learning, competition, and personal autonomy, according to Swe Khine and Saleh (2010). Fortunately, some of the strategies that can be used in virtual classes also include some tips for using communication tools in a virtual class. Debates, the nominal group technique, invited experts, web quests, case studies, role play, and reflective deliberation are some of these strategies.

2.1.8.4. The Importance of Digital Tools in the Virtual Classroom. At the present time, the use of digital applications in the virtual school environment is a well-studied topic within the teaching-learning process that has shown significant benefits for a diverse range of students all over the world. The recent availability of free, numerous tools for creating high-quality video on the internet, quiz builders, etc., are an excellent addition to collaborative learning environments. As smartphones and applications are where today's students live their lives, experts claim that employing technology in teaching and learning can enhance children's engagement in class more than an old school textbook can. (Education Corner, 2022)

The author adds that this is advantageous for all students because applications are developed to accommodate learners of all skill levels and employ a variety of instructional

strategies. Apps can also assist teachers in coming up with creative ways to teach the same content through games and virtual field excursions.

Future research aimed at discovering ways to combine these digital tools into the virtual universe of learning will be enabled by virtual environments and virtual learning settings.

Roberts (2004) identifies new collaboration tools such as white boards, and shared documents, as well as new and novel applications of existing tools that create conditions for undertaking controlled hypothesis-driven study to determine which design elements most effectively make use of the virtual environment to boost learning.

2.1.8.5. Synchronous Online Tools. In terms of benefits, Bender (2012) claims that although the software of most online learning computer programs is asynchronous, most of them, including MS-TEAMS and ZOOM, among others, can engage in synchronous online conversations, often known as real-time or online chat. All class members can be online at the same time and type messages to one another, similar to instant messaging, but this time it is one to many rather than one to one. Not only can these technological tools hold instant conversations (using text messages), but they can also hold video sessions, which can give the participants the opportunity to interact with one another, and the teacher can take advantage of this to check out how their spoken language is.

2.1.9. What is Oral Fluency?

For English Club [EC], (2022), is the ability to speak a foreign language fluently and efficiently, as well as the ability to understand others speaking that language. A learner, for example, may be fluent in conveying clear understanding but inaccurate due to the quantity of errors he makes.

The fluidity with which students express themselves is one of the indicators of the complexity



of oral messages in the EL. One of the most significant aims for communication in English is oral fluidity among English students. However, there are many different interpretations of the phrase "oral fluency" when it comes to its meaning. Nelson (2015) found that before users move any further in this quest to learn spoken English, they need to examine their own thinking to see whether they have any "limiting beliefs" that are holding them back. Many people base their English exam scores on how well they speak English, but the test's numerical result does not indicate how well a person speaks EL. Anyone can cram for an exam and pass it. However, most tests are not the best indicators of English fluency.

By the same token, regarding oral fluency, Gerber (2014) states that native English speakers are fluent because English is their first language. It is often difficult for English language learners to sound like native English speakers unless they move to an English-speaking country before the age of ten, have extensive schooling, or are exposed to native English speakers where they live.

2.1.9.1. Developing Oral Fluency. Currently, there are a plethora of collaborative activities available on the Internet to assist students in developing oral fluency. These activities, such as debates, speaking games, digital presentations, or project-based task work, always place a premium on genuine communication (in which a learner can enjoy making video recordings of any kind as a final product).

For Ramos C. (2020, p. 4) to improve oral interaction, "it is necessary to implement an innovation where learners develop their oral skills through the use of useful and collaborative activities." Innovations are always welcome because of the benefits that can be attained only if they are used wisely.

According to West and West (2009), one of the ways to enhance oral fluency is to incorporate short dialogues into the online class so that students can engage in small group discussions. Therefore, a role-playing exercise or informal debate, with each group portraying a different character or taking a stance on the issue, despite the fact that a discussion forum is frequently used for this type of dialogue or discussion, does not readily support the development of a unified and shared response.

Should reading-aloud activities be included as another strategy? Reading aloud increases your oral fluency. For instance, reading a book or newspaper aloud will improve your English fluency. Ideally, everybody should set aside some time in the morning to read aloud. Bringing this up should have a reason. This short, simple exercise loosens the speech organs and gets them used to making English sounds. (Nelson, 2015).

2.1.9.2. Fostering collaborative learning to develop oral fluency. Regarding oral fluency development, Tileston (2011) found that collaboration involves more than just working in groups; it encompasses the entire communication process in the classroom. In addition, not only is it undeniable that working collaboratively implies more than being together as a group, but it also implies more responsibilities, more opportunities to become a better speaker (develop oral fluency), and the ability to sound more natural.

Moreover, Tileston (2011) says that there is no doubt that collaboration, collective problem-solving, and learning to get along and work well in a group are all necessities in the real world. On top of that, working with others is one of the most crucial employable abilities that teachers can teach students because this is one of the ways to let them use EL. The ability to work with others entails the ability to show genuine empathy and understand others' thoughts, whether there is an agreement with them or not.

The following strategies are the most common applications of collaborative work: The possibilities for online collaboration are endless. Consequently, a teacher could create a game or use one that is already available on the Internet, or the educator could modify any of these activities. These strategies could be used to encourage collaborative learning: wikis, forums, virtual teams (breakout rooms), role playing, simulations, case studies, question techniques for collaborative tasks, dyads, small group projects, jigsaw activities, fishbowls, learning cycles, and webquests (Palloff & Pratt, 2022).

2.1.9.3. Traditional Strategies. According to Nabors et al. (2021), the traditional teaching strategies, such as lectures and PowerPoint presentations, are both familiar and comfortable for students. Although lectures are an effective way of conveying a large amount of factual information in a short amount of time, they encourage passive learning and should not be the primary mode of presentation. Then, what teachers need are new strategies that help them have more active classes, especially during the virtual modality. Before online teaching, learners would enroll and register in traditional classes, shop for physical textbooks, read articles in the newspapers, listen to lectures, present homework assignments, consult with their instructors, and view their grades. Teachers using traditional teaching methods used to ask students to recite and memorize the content of the study and what they taught in the classroom. Students would recite the lesson one by one when their turn would come, whilst other students, with the exception of those who were reciting, would listen and wait their turn.

2.1.9.4. Non-traditional strategies. Nowadays, Nabors et al. (2021) state that students must participate in the learning process by engaging in tasks such as writing, reading, reflecting, thinking, and talking with active learning, and that more emphasis should be placed on skill development rather than information transmission. All of this is because they confirm



that active learning involves more than merely listening and note-taking.

Online learning is becoming increasingly popular in both language teaching and general education. Online class delivery has now been around for well over a decade, and learners have come to expect some kind of online component or support as part of their course. Many teachers see this new method of course delivery as an opportunity. Likewise, many teachers see the transition to online courses as a traumatic experience, a threat, or at the very least a source of stress.

2.1.9.5. *Innovative Online Teaching Techniques.* Bender (2012) highlights that “There are many other exercises that might prove to be effective for collaborative work, which provide alternative ways for stimulating online discussion and effective learning.” Certainly, what he says is correct because many collaborative strategies to foster the oral production of the English language can be found on the Internet. It is quite simple to get this information. All you need to do is search the internet properly. Bender (2012) also emphasizes that it is crucial to provide learning activities that promote reflective thinking in addition to memorization.

Bender (2012) states that not only are there numerous innovative online learning activities available, each of which falls at a different level of Bloom's taxonomy, but also it is critical to investigate how each provides new perspectives and a change of pace to keep students engaged, challenged, and fascinated. Students may not have felt confident enough to contribute at first, but with enough encouragement and modelling from the teacher, they will find it easier to slip into, enjoy, and benefit from some or all of these learning activities.

These online teaching techniques for Bender (2012) are the following: group work, which may be helpful for a very large class; case studies; and collaborative problem-based learning. Other

techniques are role-playing in literary analysis, engaging in a writing game, and holding a debate.

2.1.10. Collaborative Strategies

Institutions must reconsider their strategies for attracting students to the online environment and develop methods to attract students based on their learning needs rather than their socioeconomic status. At present, peer learning is highly valued, and strategies such as peer feedback and small group projects are being implemented as part of the curriculum in educational institutions. Ruíz Aguirre et al. (2015) cite Scagnoli (2005) and mention three collaborative strategies: task-based work, critical revision of jobs among friends, and role play. This author also cites Ferreiro (2007), who presents the following collaborative strategies on virtual modality and their principal features:

a) The method of solving of problems.

This strategy is regarded as one of the most important collaboration strategies by experts. It includes forming teams of integrators who must employ a variety of TIC technologies to handle difficulties specific to their location, such as audio, video, hyperlinks, and hyperlinks in text, blogs, social networks, and learning objects.

b) Individual Project Methodology.

The adviser recommends a solo project that will be presented to the group later. This strategy is best used with small groups of students in virtual learning settings and under the following conditions: Participants must first accomplish a certain assignment before moving on to social activities. Beginning with project idea and going through design, implementation, presentation, and proposal, active participation is required at all times.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



c) Case Study Methodology.

It entails analysing a real-world situation, from which students learn to assess other real-world circumstances, whether their own or those of others. The case method is an active learning strategy that begins with the individual and progresses to the group.

d) The contracting method.

This strategy is divided into two stages: the first is concerned with an individual's commitment, and the second is concerned with a collective agreement. A contract is signed by the teacher designating daily and weekly work units that enhance formal learning content on an individual basis.

e) The group investigation method.

Small groups of people will work on a research project. This strategy encourages the growth of learning inside the team and, later, throughout the group. The teams will apply digital tools to integrate their online research projects into the virtual space that corresponds to them, placing various proposals in the virtual space that belongs to them.

f) The triadic observation.

Students can use virtual worlds to represent items, processes, or other components that aid their learning; for example, in an ecology lesson, they could show a film demonstrating the biogeochemical cycle. Students must create a process analysis prior to the vision, taking into account the following essential questions: What did you observe? Why did you notice it? How did you observe it? When did you observe it? Where did you observe it? to make contributions in the virtual space, both individually and collectively.

g) The seminar.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



This strategy requires reuniting all the students in a virtual environment so they can present their ideas and discuss the relationships and implications with the purpose of structuring the conclusions. Seminars are an effective strategy for increasing class participation. Ideas, criteria, opinions, points of view, and questions about a general interdisciplinarity are exchanged in the digital space's walls.

h) The discussion.

A setting of individual and group learning in which all participants communicate their point of view, opinion, or criterion on a given topic with the purpose of collectively reaching positions of agreement and disagreement is also sought. The lecturer should start giving instructional material in the virtual world and keep the groups small. Participants are encouraged to incorporate reflections and ideas that will aid in the development of critical thinking skills.

i) The didactic simulation.

Videos exhibiting the simulation of some processes are shown in the study group's virtual space. Prior to the vision, the professor provides feedback in virtual spaces with comments, suggestions, reflections, and ideas, facilitating individual and group learning.

j) The presentation.

The teacher gives the students a topic, and they structure a presentation with the features outlined, either alone or in groups. Students publish comments, questions, and concerns in virtual areas during the conference construction process so that they or the teacher can propose solutions.

2.1.11. Collaborative Activities

Providing learners with online speaking activities is arguably the most difficult aspect of an online or blended class. Nowadays, there are many new collaborative activities on the internet, but they would classify this type of discrete item approach as "language work" (specifically, pronunciation practice) and that a number of freely available digital tools exist on the Internet which can be used within these collaborative activities that teachers can use to get their students speaking English to each other, to teachers, and to others via the internet. Some digital tools for these collaborative strategies are: Office 365, Teams, Zoom, Whatsapp, Kahoot, Padlet, Quizzes, Quizlet, Google Activities, Canva, Nearpod, Thinglink, Powtoon, and Stormboard, among others. Conversely, it is of paramount importance to mention the following collaborative activities that have been used during online-modality classes:

- Spider web discussion. (Minero, 2022)
- Using chat to check for understanding. (Minero, 2022)
- Flip your classroom. (Minero, 2022)
- Adapting think-pair-share to Zoom. (Minero, 2022)
- A new twist on show-and-tell. (Minero, 2022)
- Online forums create back-and-forth dialogue. (Minero, 2022)
- Seeing and critiquing peer work through virtual gallery walks. (Minero, 2022)
- Moving station brainstorming online. (Minero, 2022)
- Study groups. (CLICKVIEW EDUCATION, 2022)
- Break-out rooms. (Qasim, 2022)
- Group Discussion. (CLICKVIEW EDUCATION, 2022)
- Giving feedback. (CLICKVIEW EDUCATION, 2022)

- Group Videos. (CLICKVIEW EDUCATION, 2022)
- Debates. (Crawford, 2005); (Palloff & Pratt, 2005); (Bender, 2012)
- Peer Review. (Qasim, 2022)
- Roleplaying. (Palloff & Pratt, 2005); Bender (2012)
- Reading and questioning. (Crawford, 2005)
- Simulations. (Palloff & Pratt, 2005)
- Case Studies. (Palloff & Pratt, 2005)
- Dyads. (Palloff & Pratt, 2005)
- Jigsaw Activities. (Zezima, 2022); (Crawford, 2005); (Palloff & Pratt, 2005)
- Blogs. (Palloff & Pratt, 2005)
- Think pair share (Zezima, 2022), (Qasim, 2022)
- Scaffoldings. (Qasim, 2022)
- Socratic seminar. (Qasim, 2022), (Crawford, 2005)
- Group presentations. (Bender, 2012)

2.2 Legal Framework

This research paper is encountered with the Plan Nacional de Desarrollo 2021-2025 (Secretaría Nacional de Planificación Ecuador, 2022) as being part of it by having a relationship with objective 2.2 of the Axis 1, which mentions the improvement in connectivity and the fomenting use of technological platforms within the educational system.

On the one hand, all Ecuadorian people have the right to have access to an education of this kind. The objective is clear enough since the teaching-learning process is one of the best policies within the Ecuadorian Constitution, although it is not fulfilled properly by all Ecuadorian teachers. In this way, everybody should feel proud of belonging to Ecuador because,



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



by getting an education of quality, students, national and foreign ones alike, will feel more secure about their future. Therefore, the main objective of this research paper is to contribute to increasing the quality of education by setting a compilation of some collaborative digital strategies which, for sure, will make the students and the teachers as well feel more confident at the moment of speaking more fluently.

On the other hand, both actors will also have the responsibility for accomplishing this policy; otherwise, it could be kind of difficult to demonstrate that Ecuador is giving an education that meets the best national and international standards.



CHAPTER III

METHODOLOGICAL FRAMEWORK

3. Purpose and Research Questions

Developing fluency in a foreign language is of paramount importance since it is a crucial component of communicative competence. Collaborative strategies have proved to boost learners' fluency because learning from others makes students more confident in their endeavour to learn and makes the learning more significant and stimulating. The purpose of this study was to propose a group of collaborative digital strategies to boost senior high school students' speaking skills in an on-line learning modality. To achieve its main goal, this study answered the following research questions:

- What are appropriate or suitable collaborative digital strategies that teachers can use to enhance speaking skills in an online modality?
- Do senior students use EL fluently when interacting in a virtual modality?
- Do senior students use EL fluently when producing orally in a virtual modality?
- Do senior students use EL fluently when producing orally in a virtual modality?
- Does the class work in a collaborative environment to develop speaking skills during the virtual class?

This chapter first explains the research approach adopted for this study as well as the research design, followed by a description of the research context and participants. The chapter also includes an explanation of the instruments for data collection and sample considerations. Finally, this section contains an overview of the treatment given to the information.



3.1. Research Approach

For carrying out this study, the quantitative method of research was used since it applied questions and surveys to collect quantifiable data on which statistical analysis could be based, so that, in the end, some research conclusions were attained. For Hoy & Adams (2015), "quantitative research is defined as a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical, or computational techniques." Hence, the main reason to use the quantitative method was because it was ideal to summarize and describe quantitative data, statistical analysis could be utilized, and raw data could be visualized using graphs or tables.

Another reason for having considered quantitative methods of research in the development of this study lies in the fact that the researcher detached himself from the phenomena related to the study. The researcher's detachment is seen as an advantage to research because it provides authenticity and objectivity for data collection and data analysis. The position adopted by the researcher as an unbiased outsider resulted in more accurate understandings of data, sharper explanations of the occurrences in the observed classrooms, and more decisive conclusions that ultimately led to guaranteeing research dependability.

In view of the suitability of quantitative methods for the current study, this chapter went over the most prevalent quantitative data methodologies and sources, as well as the ways of recruiting people. By using this method, then, the behavior of the population could be described, analyzed, and predicted. For this second reason, this method (using the three rubrics) was focused on getting two numbers for the different categories in each rubric and according to the evaluation criteria for each one of them: A number 1 was assigned only if the answers were positive and a number 0 if they were not during the class observations in the virtual modality.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Regarding the surveys applied, the quantitative method helped to assign numbers from 1 to 5, which were utterly useful when attaining the graphic expected to be analyzed, depending on the number of the possible answers given for the different scales used in some of the questions on which the different graphics were based.

As a result, some conclusions regarding the general objective could be made. These conclusions from the data analysis will be presented in detail in Chapter 4. Furthermore, the researcher considered the quantitative approach to support the study theories, process, and analysis for setting the appropriate study guide for collaborative digital strategies to enhance the speaking skills for senior students at LICQUI. No sooner was the quantitative research applied than the problem statement, the objectives, and the research questions were responded to.

On the other hand, in terms of the process of the research, Kothari (2005) states that "Research design must, at least, contain: (a) a clear statement of the research problem; (b) procedures and techniques to be used for gathering information; (c) the population to be studied; and (d) methods to be used in processing and analyzing data." Hence, the quantitative design (process) was of paramount importance and value since it included (as previously mentioned) the administration of three adopted instruments and two surveys in such a way that the researcher could effortlessly observe, for instance, if any collaborative digital strategy was applied at the moment of teaching, or if senior students at LICQUI could produce spoken language as much as expected by gathering numerical information that allowed a broader understanding.

At the very beginning of the research, there were two assumptions made. The primary assumption was that collaborative digital strategies (CDS) were missing in the virtual modality at LICQUI. Then, another assumption was that when students were taught using one of the CDS, these SS would enhance their oral English fluency. Therefore, for the quantitative analysis, a



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



tabulation was necessary to determine if CDs were bitterly missing, and when it came to analyzing survey response data, cross-tabulation reports illustrated the urgent necessity to propose a set of collaborative digital strategies.

It was also indispensable to recall the variables to be subjected to these statistical procedures. These variables were: 1) CDS; and 2) speaking language skills. Then, this research paper considered CDS as the essential element for making students improve fluency in oral skills as stated in the general objective. This was why the study employed the quantitative research method with the help of adapted rubrics to obtain numerical information from 20 observed virtual classes in each level of English in the 3rd baccalaureate. These two levels of English were named 3-AI and 3-BUI. At the end of the research process, more quantitative data from students' and teachers' surveys was attained and analyzed through the CL approach. Finally, the results were interpreted depending on the graphics obtained by the MS-EXCELL computer program based on the cross tabulation (see them in Chapter 4).

In the case of the information gotten by registering 1s or 0s in the first rubric to see how these students interacted in the virtual classes, it was just needed to select the corresponding category (English levels: A1, A2, B1, B2, B2+) and its evaluation criteria in each of the 20 classes to determine whether or not the 3-AI or 3-BUI had reached the level of English by answering the corresponding question assigned.

The same procedure of observation was followed when using the second rubric, which was devoted to language production, and also when using the third rubric. These three rubrics were used in every single-observed virtual class. The analysis or interpretation of every graphic attained automatically by using MS-EXCELL is described in detail in Chapter 4.

Regarding the two surveys (for the eight teachers and for the 58 students), it was utterly



indispensable to assign a scale from 1-5 for each of the groups of choices in every question, depending on the number of choices given. For instance, if the answers were a) Yes, b) No, and c) Maybe that meant the Yes-answer was replaced with number 1, the No-answer was replaced by number 2, and for the Maybe-answer was the number 3. In such a way, it was effortless to play with numbers only rather than with words.

3.2. Research Context and Participants

It is often claimed that the English as a Foreign Language (EFL) learning environment should be not only riveting but also paramount. This is why the learning environment at Liceo Naval Quito (LICQUI) differs from other public schools because LICQUI employs a learner-centered approach, in which environments during English classes pay close attention to the needs of students who bring culture, beliefs, attitudes, skills, and knowledge to the learning environment. By all means, there are learner-centered teachers who build on the conceptual and cultural knowledge of each student. Therefore, most of the time, the English classrooms at LICQUI are involved in discussions or short debates where the students try to do much of the talking and construct their own meaning based on prior knowledge and experiences. Then, the facilitators act as a bridge between new learning and what students already know.

This research was carried out at LICQUI, which is an institution located in Conocoto, Pichincha Province, during the school year 2021-2022. This institution started in the educational business 30 years ago. At present, it still has 2 schedules: a) the morning schedule that works for the coastal regimen and b) the afternoon schedule that works for the highland regimen. It counted on around 1700 students and 120 teachers. This school, part of public education but walking the extra mile, made some changes to its English curriculum to establish a difference among the other public institutions. The modifications were as follows:



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Create the levels of English in the secondary section as being part of the principal objective of the new adaptations.

The number of English-teaching hours for the 2nd grade of basic education until the 10th grade of basic education was increased from 6 to 8 periods a week.

The number of English-teaching hours for the 1st and 2nd of the baccalaureate was increased from 6 to 7 periods a week.

The number of English-teaching hours for the 3rd of baccalaureate was incremented from 5 to 6 periods a week.

Foreign English textbooks were also adapted. Therefore, the annual curricular plans were modified according to the scope and sequence of these books, and the standards of the MCEFR.

The communicative language teaching method was used as the primary method for teaching English.

In order to teach topics from other subjects, the content-language integrated learning (CLIL) method was also integrated into the curriculum.

In terms of having a remarkable difference, LICQUI always tried to use foreign English textbooks based on the MCEFR different from the ones used by the rest of the public schools. After several attempts, it finally received official permission from the Ecuadorian Ministry of Education (MINEDUC) to use books from international editorials such as Pearson Publishing, Oxford University Press, Cambridge University Press, and Richmond Publishing, as well as permission to continue working with the English levels proposed. Moreover, the students were classified into the corresponding English level depending on the grade attained in a diagnostic test applied because of this need at the very beginning of the school year. After that, 3 different series of English textbooks were studied and selected in accordance with the scope and sequence

needed for each English level depending on the LICQUI's own curriculum which was based on the international standards and the national curriculum of English. The levels of English were as follows: See Table 1.

Table 1

English level and foreign English textbooks for the secondary section

GRADE / COURSE	INTERMEDIATE 1	INTERMEDIATE 2	UPPER INTERMEDIATE
8th. Grade	Achievers A1	Achievers A1	Achievers A2
9th. Grade	Achievers A1+	Achievers A1+	Achievers B1
10th. Grade	Achievers B1	Achievers B1	Achievers B2
1st. Baccalaureate	Achievers B2	Achievers B2	Achievers B2+
2nd. Baccalaureate		Achievers B2+	B1 Preliminary for Schools
3rd. Baccalureate		Achievers C1(intro)	Target FCE

Note. Taken from *ENGLISH LANGUAGE PROJECT BASED ON LEVELS AND INTERNATIONAL STANDARDS*. LICQUI. (2022).

The participants in this study belonged to the two English levels (intermediate and upper intermediate of the 3rd baccalaureate), with 58 senior students (30 male students and 28 female students) who attended classes in the morning schedule. The two 3rd baccalaureate classes were split into 2 levels, as mentioned in Table 1, according to the students' knowledge and language



skills as assessed at the beginning of the school year 2021-2022. A good number of these students have studied English for more than 12 years at LICQUI.

By the same token, there were eight English teachers who voluntarily contributed to this research paper. They have worked for around 20 years as teachers of English as a Foreign Language (TEFL). They also got their B2 international certification. The teacher who worked with the intermediate level has her bachelor's degree as a TEFL, whereas the one who worked with the upper intermediate level has her Master's degree in education.

3.3. Instruments for Data Collection

The necessary quantitative information in the present study was gathered by means of:

- a) Virtual observations (as a technique) of 20 classroom sessions by using three different rubrics.
- b) A survey to the senior students belonging to the intermediate level and the upper intermediate level.
- c) A survey to the eight English teachers.

The virtual observations were conducted and recorded by accessing the ZOOM platform, on which the two teachers of English of the senior students belonging to the intermediate and upper intermediate levels of English level respectively met their students for the virtual classes and where the three different rubrics (see Appendixes 1,2, and 3) were applied to each of the twenty classes at each level of English. These 3 rubrics were as follows:

For the first specific objective, which was to diagnose the level of fluency (A1, A2, B1, B2, and B2+) in the speaking skills in on-line modality with those senior students, and using the corresponding research question "Do senior students use EL fluently when *interacting* orally in virtual modality?" the observer answered the question given for each level of English just by

writing 1 under the corresponding date only if the answer was positive; otherwise, the observer assigned a 0. See Table 2.

Table 2

Rubric to observe the overall oral interaction in virtual modality

LEVEL	OVERALL ORAL INTERACTION	CLASS	DATE 1	DATE 2
B2+	Can the senior students use the language fluently , accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas?	CLASS 3- AI		
		CLASS 3- BUI		
B2	Can the senior students interact with a high degree of oral fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party?	CLASS 3- AI		
		CLASS 3- BUI		
B1	Can the senior students interact with an acceptable degree of oral fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party?	CLASS 3- AI		
		CLASS 3- BUI		
A2	Can the senior students interact with reasonable ease-oral fluency in structured situations and short conversations, provided the other person helps if necessary?	CLASS 3- AI		
		CLASS 3- BUI		
A1	Can the senior students interact in a simple way but oral fluency is totally dependent on repetition at a slower rate, rephrasing and repair?	CLASS 3- AI		
		CLASS 3- BUI		

NOTE: Adapted from the CEFR (2015). The table shows the 2 first dates only.

For the second specific objective, which was to determine the level of fluency (A1|, A2, B1, B2, and B2+) in the speaking skills in on-line modality with those senior students, and using the following research question: "Which level of fluency when *producing* the spoken language are the senior students demonstrating to have achieved?", the observer answered the question given for each level of English just by writing 1 under the corresponding date only if the answer was positive. See Table 3.

Table 3

Rubric to observe the level of the overall oral production in virtual modality

LEVEL	OVERALL ORAL PRODUCTION	GROUP	DATE 1	DATE 2
B2+	Can the senior students give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail?	CLASS 3-AI		
		CLASS 3-BUI		
B2	Can the senior students give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples?	CLASS 3-AI		
		CLASS 3-BUI		
B1	Can the senior students reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest presenting it as a linear sequence of points?	CLASS 3-AI		
		CLASS 3-BUI		
A2	Can senior students give a simple description or presentation, etc. as a short series of simple phrases and sentences linked into a list?	CLASS 3-AI		
		CLASS 3-BUI		

LEVEL	OVERALL ORAL PRODUCTION	GROUP	DATE 1	DATE 2
A1	Can senior students produce simple, mainly isolated phrases?	CLASS 3-AI		
		CLASS 3-BUI		

NOTE: Adapted from the CEFR (2015). The table shows the 3 first dates only.

For the 3rd specific objective, which was to compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students with research question 4: “Does the class work in a collaborative environment to develop the speaking skills during the virtual class?” the observer answered the question given for each level of English just by writing 1 under the corresponding date only if the answer was positive in each class observed. See Table 4.

Table 4

Rubric to answer the 4th research question

CLASS	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10
3-AI										
3-BUI										

On the other hand, the survey for the students (see Appendix 4) was administered to all the students enrolled in intermediate level (3-AI) and upper intermediate level (3-BUI) at



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



LICQUI in February 2022. The administration was done by the researcher in a virtual way. Since the students belonged to two different classes, both students and teachers were previously informed about the procedure of survey administration.

All the students participating in the research were asked to fill out the survey, which was done using MS-Forms (an application of Micro Soft Office 365). A link was also created using the same application and sent to the students through their WhatsApp group account. It consisted of a series of 19 multiple-choice questions.

The survey included written instructions that concisely explained what the survey was about. Once the SS finished it, there was a confidentiality clause regarding data treatment. Plain, direct language was used to write the questionnaire, so that respondents could clearly understand what they were asked about. For this reason, complex syntax, synonymy, and specialized terminology were avoided.

The questions were divided into two groups according to their topic and had brief instructions at the end of each question stating how they had to be answered (e.g., select one of them). Regarding layout, a suggested template was taken, and the types of typography were simple and well organized.

The questionnaire consisted of 19 questions (divided into two different parts) aimed at finding out some background information in the first 4 questions. The second part (questions 5–19) was aimed at establishing the students' overall language interaction, language production, and collaborative activities. See Table 5 for details about the questions, their scaled used, and what objective they were aimed on the next page.

Table 5

Overview of the Questionnaire for the students

Questions	Scale used	Aimed at Objective
Questions 1-4	Non defined scale	None
Question 5	SCALE 1	None
Question 6	SCALE 2	None
Question 7	SCALE A	Specific objective-1
Question 9	SCALE C	Specific objective- 1
Question 12	SCALE A	Specific objective- 1
Question 13	SCALE A	Specific objective-2
Question 14	SCALE A	Specific objective-2
Question 15	SCALE A	Specific objective- 3
Question 19	SCALE A	Specific objective- 3
Question 8	SCALE B	Specific objective- 3
Question 10	SCALE D	Specific objective- 3
Question 11	SCALE E	Specific objective- 3
Question 17	SCALE F	Specific objective- 3
Question 16	SCALE A	Specific objective- 3
Question 18	SCALE G	Specific objective- 3

Note: See the complete questions, and scales in detail in Appendix 4.

The teacher's survey (see Appendix 5) was administered to eight teachers of English at LICQUI in January 2022. The administration was done in the same way as the survey for the students. It was also created using MS-Forms. The same process for the students' survey was followed. The link was sent to their WhatsApp personal account. It consisted of a series of 23 questions. The first 8 questions of the survey (see Appendix 1) were aimed at finding out some

background information about their personal profile. The second part (Questions 9–17) was aimed at establishing these teachers’ overall knowledge of collaborative activities and was classified according to the specific objectives. Questions 18-23 were open-ended questions for teachers who answered positively in Question 17. See Table 6.

Table 6

Scales for the overview of the Questionnaires for the teachers

Questions	Scale used	Aimed at Objective
Questions 1-8	Variety of scales	none
Question 9	Scale A	Specific objective-1
Question 10	Scale B	Specific objective-1
Question 11	Scale B	Specific objective-1
Question 14	Scale B	Specific objective-1
Question 15	Scale B	Specific objective-1
Question 13	Scale D	Specific objective- 3
Question 17	Scale B	Specific objective- 3
Question 19	No scale	None
Question 22	No scale	None
Question 23	No scale	None
Question 20	Scale E	Specific objective- 3
Question 21	Scale F	Specific objective- 3

Note: See the complete questions, and scales in detail in the Appendix 5.



3.4. Sampling.

According to Kumar (2012), "The purpose of sampling in quantitative research is to draw inferences about the group from which you have selected the sample." For Kothari (2005), the size of a sample refers to "the number of items to be selected from the universe to constitute a sample." Since the universe of this research paper was not as large as it could be, like others, the researcher decided to take all the respondents into consideration as the sample for this investigation. This study considered non-randomized sampling methods to draw the sample. All the participants were selected based on availability and the researcher's access to the school, which facilitated observation and data collection. Because this study used non-randomized sampling methods, the generalizability of the results could be applied to the population under analysis and is limited to the scope of this study. Purposive sampling, as a non-probability sampling technique, was appropriate for the present study since this method fit the researcher's needs in terms of time allocation, resources, and participants' availability. Moreover, as the final purpose of this research was to set up a proposal only, there was no need to come up with any hypotheses to be tested. For Leavy (2017, p. 109), "Research subjects or respondents should be identified and recruited in accordance with your research purpose and hypothesis or research questions." Therefore, this was a second reason why the author of this research paper decided to select all of the population as a sample for his work based on what Leavy concludes.



CHAPTER IV

RESULTS AND DISCUSSION

4. Results

The study's main goal was to propose a set of collaborative digital strategies for improving speaking skills in an online learning modality with senior students at Liceo Naval Quito (LICQUI) in Conocoto, Ecuador, between 2021 and 2022. These senior students (SS) and 8 teachers of English at LICQUI collaborated with the researcher to collect data, in which three rubrics for the class observations and two surveys for the SS and teachers were applied, respectively. All the data is presented and interpreted ethically and with reference to the achieved results. Furthermore, each instrument used to collect data was aligned with the variables of the research as well as the set of objectives. On top of that, relevant data concerning the specific objectives was attained and analyzed with the quantitative method, which was used to emphasize objective observations and the statistical or numerical analysis of the collected data, from which the different statistical graphics were obtained using the Micro Soft Excel (MS-EXCEL) program.

4.1. Class Observation Rubric 1

The Rubric 1 was adapted to assess the specific objective N-1, which was as follows: To diagnose the level of fluency in the speaking skills in on-line modality with these senior students, with the corresponding research question: Do senior students use EL fluently when interacting in virtual modality? Therefore, to answer this question, it was necessary to adapt 5 questions from the ones formulated by the Council of Europe [TCE] (2020) (see Figure 5 on the next page), which state that the MCEFR emphasizes interaction, which involves two or more parties co-constructing speech. This interpersonal interaction, which includes interpersonal, collaborative,

and transactional activities, is thought to be the origin of language. These fundamental interaction tactics are just as crucial in collaborative learning as they are in everyday conversation.

Figure 5

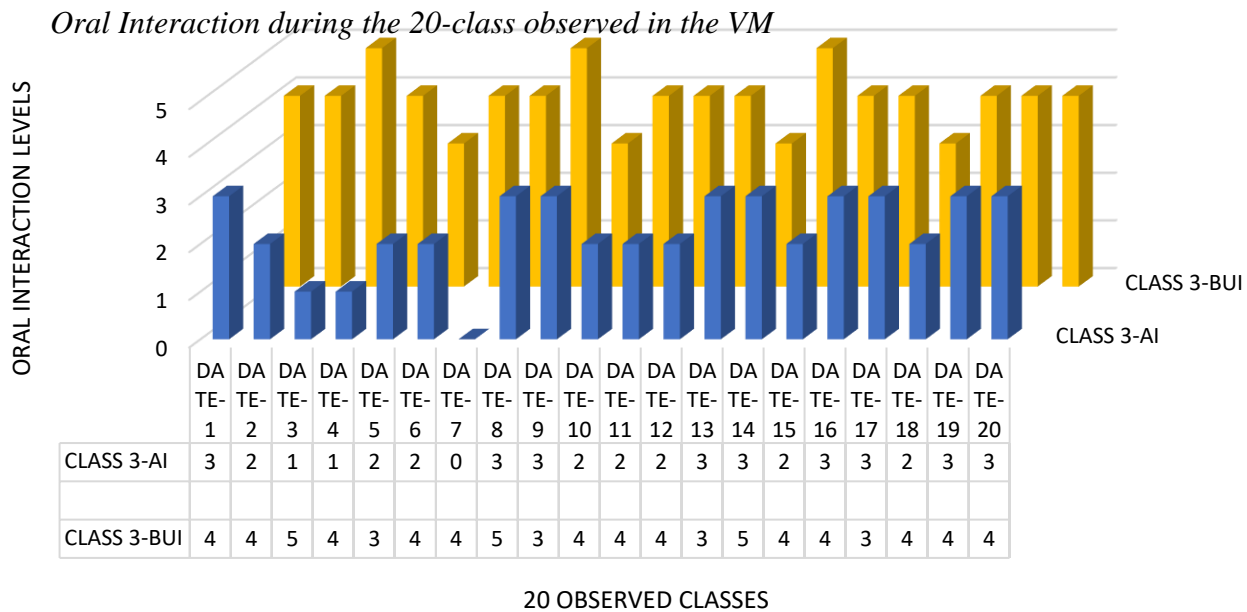
Overall interaction questions stated by MCEFR.

C2	Has a good command of idiomatic expressions and colloquialisms with awareness of connotative levels of meaning. Can convey finer shades of meaning precisely by using, with reasonable accuracy, a wide range of modification devices. Can backtrack and restructure around a difficulty so smoothly that the interlocutor is hardly aware of it.
C1	Can express themselves fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language.
B2	Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances.
	Can interact with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with users of the target language, quite possible without imposing strain on either party. Can highlight the personal significance of events and experiences, and account for and sustain views clearly by providing relevant explanations and arguments.
B1	Can communicate with some confidence on familiar routine and non-routine matters related to their interests and professional field. Can exchange, check and confirm information, deal with less routine situations and explain why something is a problem. Can express thoughts on more abstract, cultural topics such as films, books, music, etc.
	Can exploit a wide range of simple language to deal with most situations likely to arise while travelling. Can enter unprepared into conversation on familiar topics, and express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
A2	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.
A1	Can interact in a simple way but communication is totally dependent on repetition at a slower rate, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
Pre-A1	Can ask and answer questions about themselves and daily routines, using short, formulaic expressions and relying on gestures to reinforce the information.

Note: Taken from COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. 2020. Companion volume

Although those 13 questions regarding the oral interaction level (OIL) set by TCE (2020) were clear enough to determine the level of oral interaction, some riveting changes were necessary to be made to use and adapt five of them only to LICQUI’s situation. (See Table 2). Once this rubric was applied, these were the first general results regarding the oral interaction. See Figure 6 to get a general idea of what happened during those 20 virtual classes.

Figure 6



Note: Graphic was according to the data gotten with the Rubric 1 (see Appendix 1)

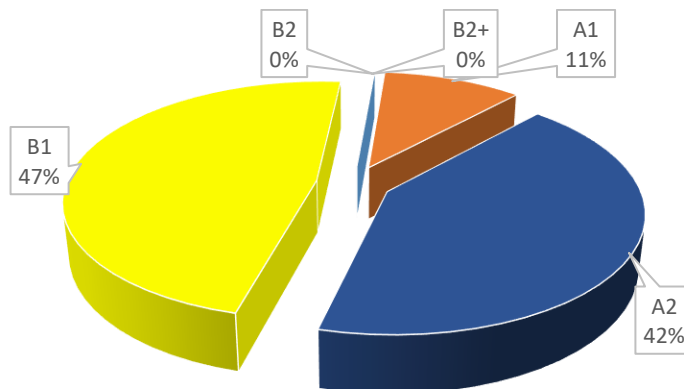
It is clearly observable that the Class 3-BUI had a great level of oral interaction. However, it can also be mentioned that this group of SS reached the B2 OIL on only 3 occasions, whereas the Class 3-AI could get to the B1 OIL in most of the observed classes during the virtual modality VM. Analyzing the two groups individually, according to the data obtained, the results show that

the maximum level of oral interaction for the Class 3-AI was B1. See Figure 8. Then, according to these results, it could be declared that CDS could be a possible solution to improve these SS's way of interacting when using the English language in a virtual modality.

Now, in terms of analyzing what exactly happened between these two groups to determine which OIL those SS reached in each of the 20 observed classes in VM, it was necessary to see what the results were in the first group (3-AI) and what the results were in the second group (3-BUI). By all means, the data attained with Rubric 1 was perfect, and thanks to MS-Excel, it was effortless to get the corresponding statistics chart. Moreover, the results show that 47% of the classes in Class 3-AI reached a B1 OIL, 42% of the 20 classes in VM in this group reached an A2 OIL, and 11% of those observed classes could get an A1 OIL. Besides, it was clear that this group never achieved a B2 OIL or a B2+ OIL. Figure 7 depicts these results as percentages.

Figure 7

Percentages of oral interaction Level gotten by the Class 3-AI

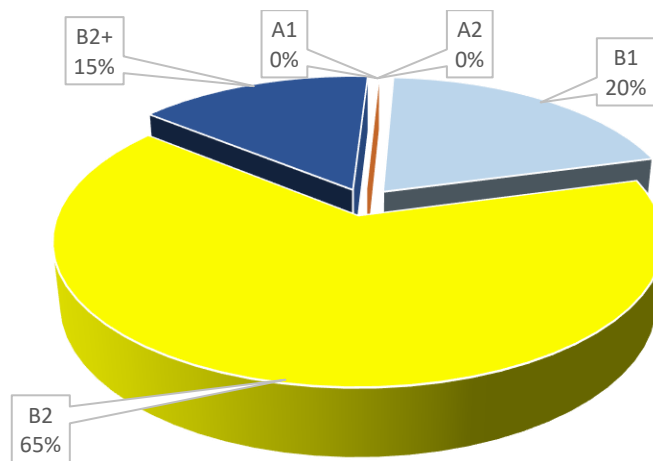


Note: The Statistical Graphic was according to the data gotten with the Rubric 1. (See Appendix 1).

According to Figure 8, the minimum attained level of oral interaction for the Class 3-BUI is B1 because 20% of the virtual classes observed reached this level while a further 15% of the classes reached a B2+ level, leaving a total of 65% of the twenty virtual classes in which the SS achieved the B2 OIL. Following the procedure given in this study, the researcher could get the answer just by answering the questions given in this rubric. (See Appendix 1). This means that in most of the observed classes, the students could only reach the B2 OIL. Hence, it could also be a great opportunity for these SS to use CDS to enhance the oral speaking skills in VM because collaborative learning demands a lot of interaction amongst students, giving them the chance to really develop oral fluency.

Figure 8

Percentages of oral interaction Level gotten by the Class 3-BUI



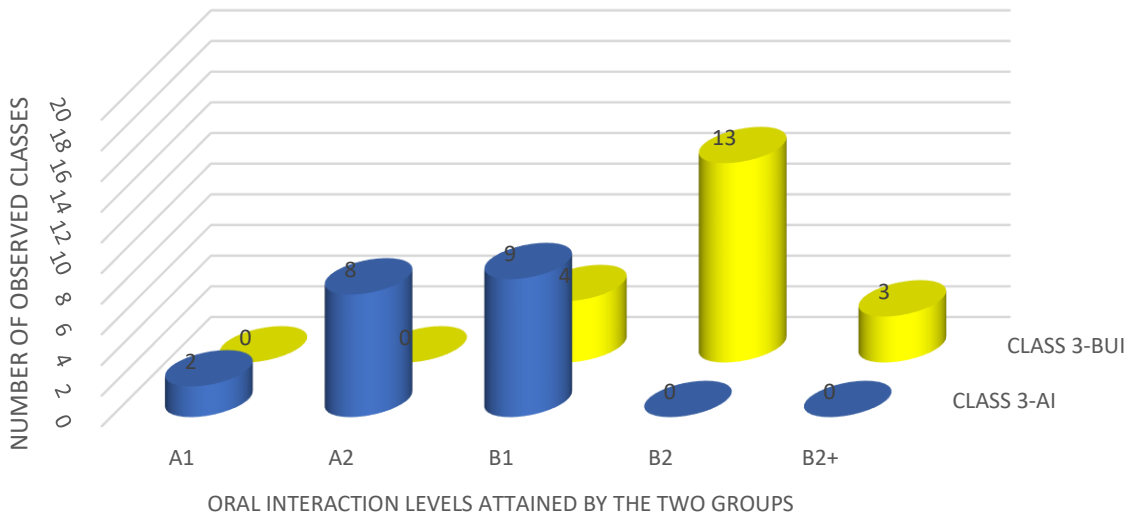
Note: The Statistical Graphic was according to the data gotten with the Rubric 1. (See Appendix 1).

Because of this same situation, if comparing the results of the two groups, none of them got a higher OIL (e.g., B2+). Conversely, according to Figure 9, it is clear that the 3B-AI group

reached a B2+ OIL for at least 3 classes out of the 20 observed classes. This group could only reach the B2 OIL during this class-observation period; this means 65% of all the classes, which can be somewhat encouraging to everybody, whereas the first group (3-AI) could not reach this level either. This statistical graphic also shows that at least 50% of the classes in the latter group could get the B1 OIL, whilst the first group could reach 100% of the 20 observed classes. Although there are a lot of collaborative strategies to make students speak more fluently, the ones mentioned in Chapter 2 will be the ones as part of the proposal for these SS.

Figure 9

A comparison of the oral interaction levels reached by both groups.



Note: The Statistical Graphic was according to the data gotten with the Rubric 1 (see Appendix 1).

4.2. Class Observation Rubric 2

By the same token, the questions to determine the oral production level were adapted from TCE (2020). See Figure 10. Production includes speaking, signing, and writing activities.

Oral production is a "long turn," which may involve a short description or anecdote, or may imply a longer, more formal presentation. Productive activities have an important function in many academic and professional fields (for example, oral presentations and reports) and have a specific social value attached to them.

Figure 10

Overall production questions stated by MCEFR

C2	Can produce clear, smoothly flowing, well-structured discourse with an effective logical structure which helps the recipient to notice and remember significant points.
C1	Can give clear, detailed descriptions and presentations on complex subjects, integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.
B2	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.
	Can give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples.
B1	Can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points.
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
A1	Can produce simple, mainly isolated phrases about people and places.
Pre-A1	Can produce short phrases about themselves, giving basic personal information (e.g. name, address, family, nationality).

Note: Taken from COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT. 2020. Companion volume

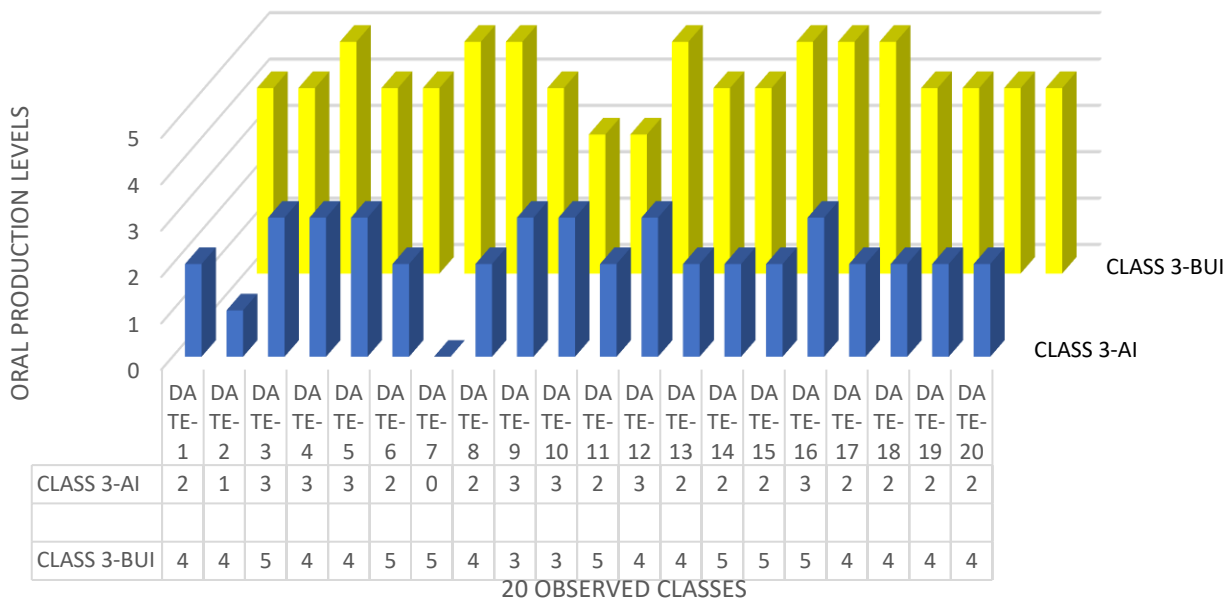
The Rubric 2 (see Table 3) was also adapted to observe the specific objective N-2, which was as follows: To determine the appropriate evaluation instruments for the gathering of information and the analysis of the levels of fluency in speaking skills (oral production) in OM,

with the corresponding research question: Do senior students use EL fluently when producing orally in VM? To answer this big question, it was necessary to modify 5 questions (one for each OIL) in accordance with what TCE (2020) standardized in order to see the level attained by SS during each of the 20 classes observed under the VM.

Although those 8 questions regarding oral production (see Figure 6 previously shown) were formulated by TCE (2020) to determine the corresponding OPL, some little changes had to be made to use and adapt five of those questions only to LICQUI's reality (see Appendix 5). Once Rubric 2 was applied, these were the second results regarding the oral interaction. See Figure 11 to get an overview of what happened during those 20 virtual classes regarding the OPL.

Figure 11

Oral production levels during the 20-class observed

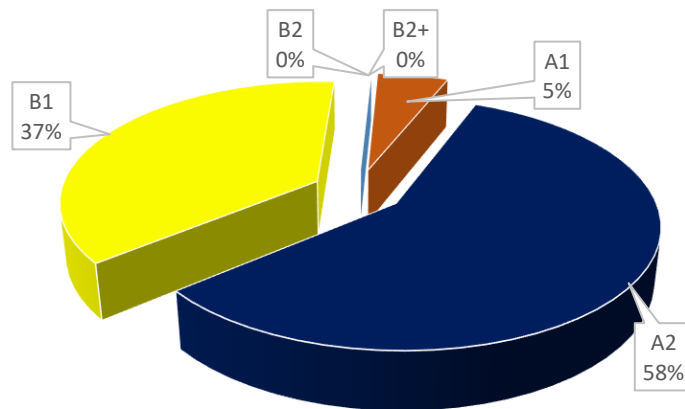


Note: Graphic was according to the data gotten with the Rubric 2 (see Appendix 2)

When analyzing Figure 11 on the previous page, it can be seen apprehensible enough that the Class 3-BUI had a great oral production level (OPL) during the 20 virtual classes. Moreover, it can also be mentioned that this group of SS has reached the B2 OPL on 7 occasions (almost 50% of the classes), whereas the Class 3-AI could get the B1 OPL in around 50% of the total of these classes. After a brief analysis, it can be said that neither of the two groups could reach the expected level (e.g., B2 OPL) for the group 3-AI or (e.g., B2+ OPL) for the group 3-BUI. Subsequently, to be more accurate, it was strictly riveting to observe the two groups under the lens of the Rubric 2 (see Appendix 5) in a deeper way, and thanks to MS-Excel, it was effortless to attain the data for the corresponding statistics chart. Figure 12 below displays these amazing results as percentages gotten by the Class 3-AI.

Figure 12

Oral production level gotten by the Class 3-AI



Note: The Statistical Graphic was according to the data gotten with the Rubric 2. (See Appendix 2).

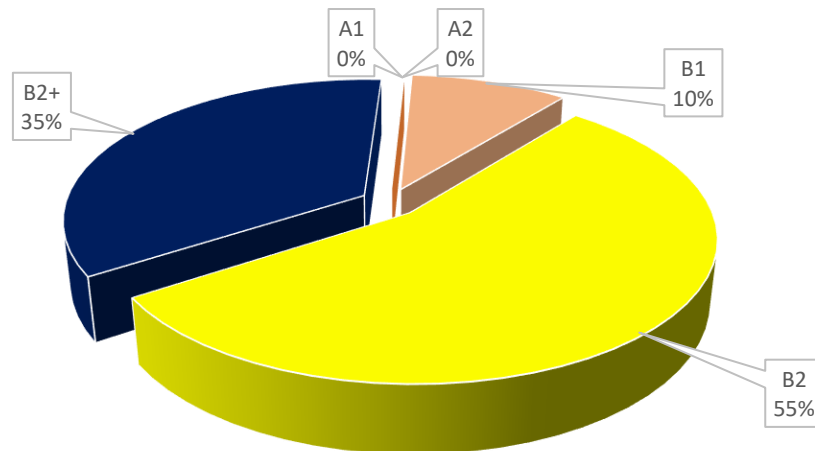
This Class 3-AI could reach the B1 OPL only as a higher level, which means 37% of the 20 observed classes, whereas the A2 OPL was observed in 12 out of the 20 classes in VM,

representing 58%. On one of the dates, the A1 level was reached as the maximum OPL.

Continuing with the analysis, in Figure 13 on the next page, the minimum OPL for the Class 3-BUI was B1 OPL, which is 10% of the virtual classes observed. This group reached 55% of the classes for the B2 OPL and reached the B2+ OPL. Finally, this group could get 35 % of the twenty virtual classes for the B2+ OPL. According to the procedure, the researcher could get the information just by answering the questions given in this Rubric 2. This means that in most of the observed classes, the students could only reach the B2 OPL. See Figure 13.

Figure 13

Oral production level gotten by the Class 3-BUI



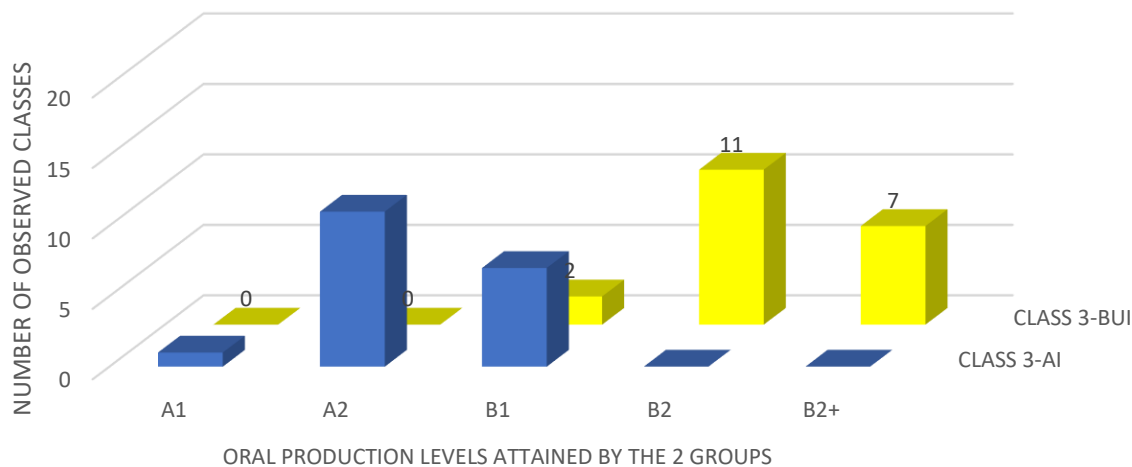
Note: The Statistical Graphic was according to the data gotten with the Rubric 2 (see Appendix 2).

By the same token, when comparing the results of the two groups regarding the OPL, none of them got a higher OPL (e.g., B2+) considerably. In fact, Class 3-AI received only a B1 OPL. However, according to Figure 14, the group 3-BUI reached a B2+ OPL in at least 7 classes

out of the 20 observed ones. Potentially, this chart clearly depicts that the B2 OPL was only obtained by the group 3-BUI, whilst the highest OPL was obtained by the class 3-AI, by which the B1 OPL was also obtained on 7 occasions.

Figure 14

A comparison of the oral production level reached by both groups.



Note: The Statistical Graphic was according to the data gotten with the Rubric 2. (See Appendix 2).

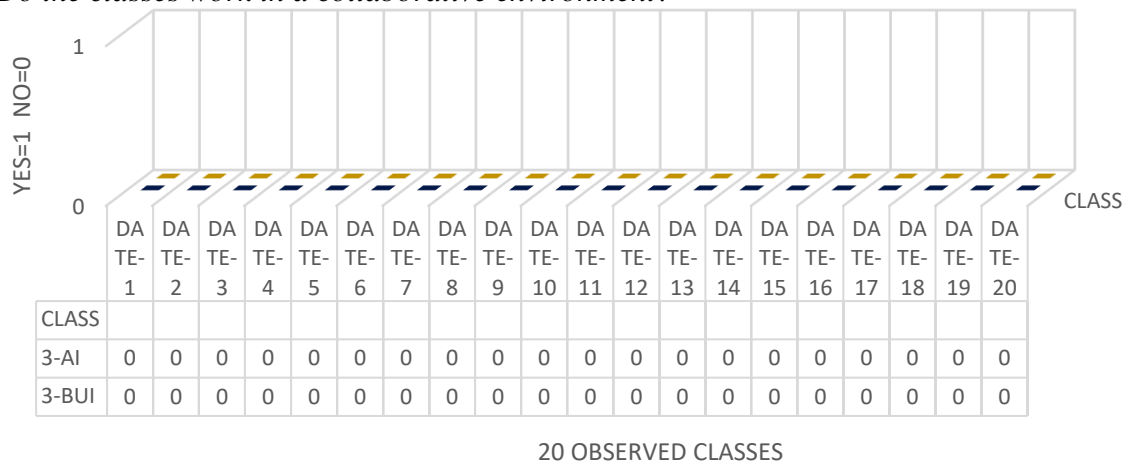
4.3. Class Observation Rubric 3

The Rubric 3 (see Figure 15) was designed to observe the specific objective N-3, which was as follows: To compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students with the corresponding research question: Does the class work in a collaborative environment to develop the speaking skills during the virtual class? To answer this last question, the researcher got the information expected during each of the 20 classes observed under the VM in order to demonstrate the necessity of compiling a virtual academic guide of CDS on which teachers at LICQUI might rely. According to Figure 15 on the

next page, the results are absolutely riveting and helpful because of the total lack of CDS in all of the 20 observed classes (all the answers were negative), radically determining in this way that the second presumption was right. Conversely, this was definitely one strong reason to compile the virtual academic guide (VAG), which will be covered in detail in Chapter 5.

Figure 15

Do the classes work in a collaborative environment?



Note: The Statistical Graphic was according to the data gotten with the Rubric 3 (See Appendix 3).

4.4. Students' Survey Analysis

In terms of attaining more information to support the results gotten in the rubrics, the survey was applied to the SS at the end of the 20 observed classes in VM. Conversely, questions 7, 8, 9, 11, 14, 18, and 19 of this survey were not chosen to be analyzed because they were considered to have given lacking-strength results. The first 6 questions (see Table 2) were designed for the purpose of attaining general information that was not applicable to the study. The questions 10, 12, 13, 15, 16, and 17 were taken into consideration for the analysis because

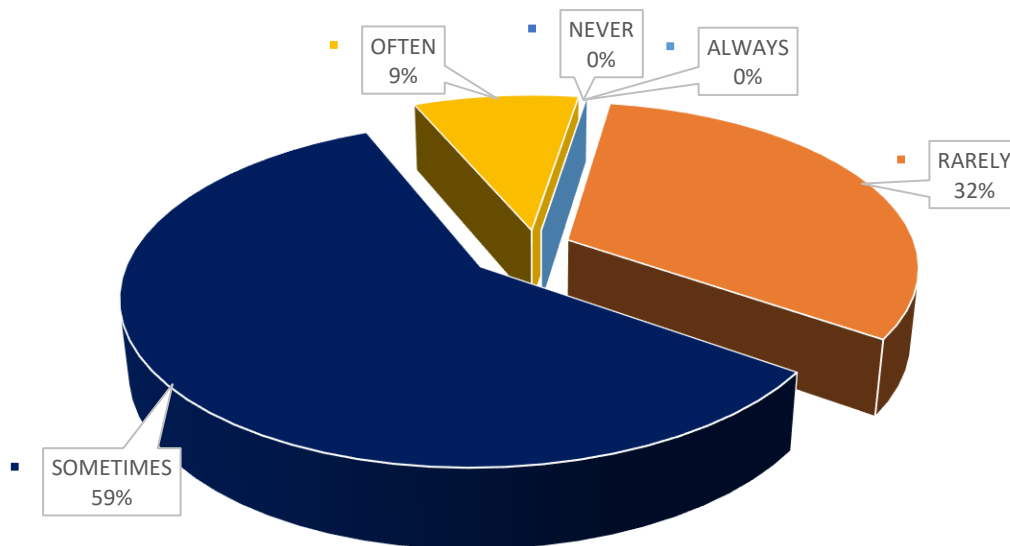
they gave accurate and relevant information, which is found in individual answers rather than as a whole. These 6 questions mentioned and their results attained were analyzed as follows:

4.4.1. Question 7: Do you need extra time to process what you are being asked to do and/or formulate your responses?

59% of the SS of the study group answered that they sometimes need some extra time before formulating their answers, whilst 32% of this class rarely need more time than others. Very few SS replied that they often required some more time, either to do an activity or to simply give a response. Then, in terms of observing if they had a certain level of fluency (see Figure 16), it could be said that the majority of the students demanded to have more time to understand what they were asked to do.

Figure 16

Question 7 Students' Survey Results



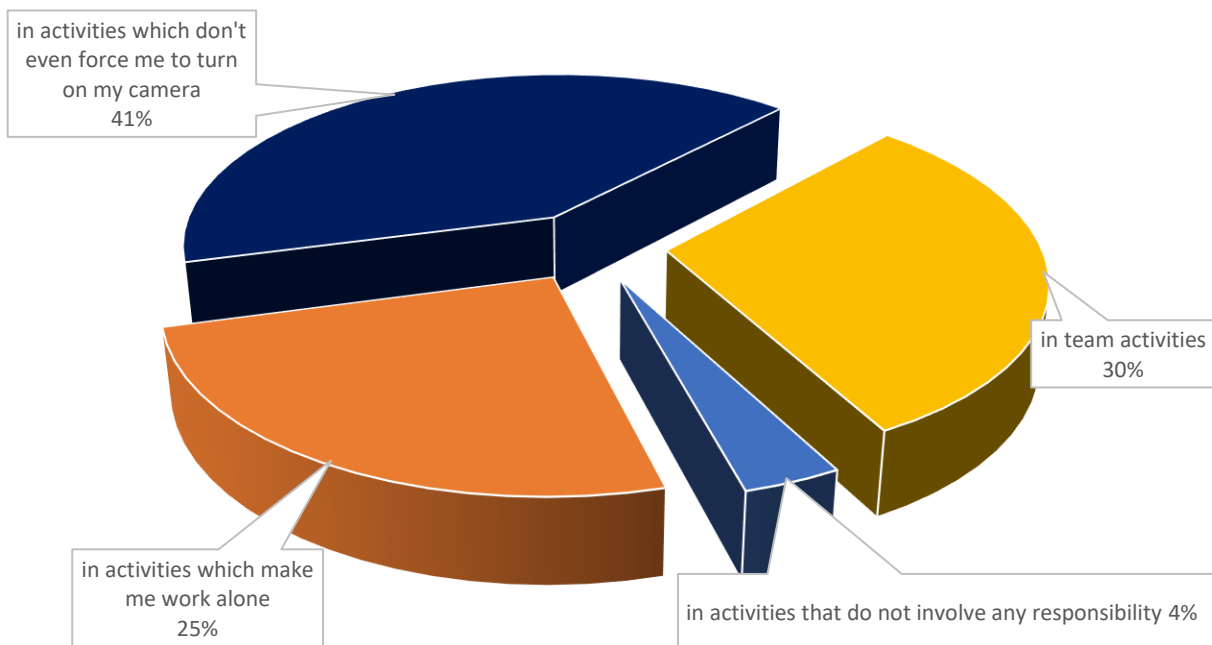
Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

4.4.2. Question 8: What kind of activities do you prefer to work within your virtual class?

This question aimed at specific objective 3, in which it was easy to determine if there was a need to change the environment when using CDS in the classroom, in order to learn something about their way of learning during VM. According to the data obtained, the results showed that 41% of the students did not want to participate in any activity in which they had to turn their cameras on. Only 30% of the SS were into team activities. Others preferred to work on their own. 4% of them claimed to work on tasks involving any responsibility. According to the theory, when using collaborative strategies, students will enjoy working in teams where everyone must contribute something to achieve a common goal. See Figure 17.

Figure 17

Question 8 Students' Survey Results



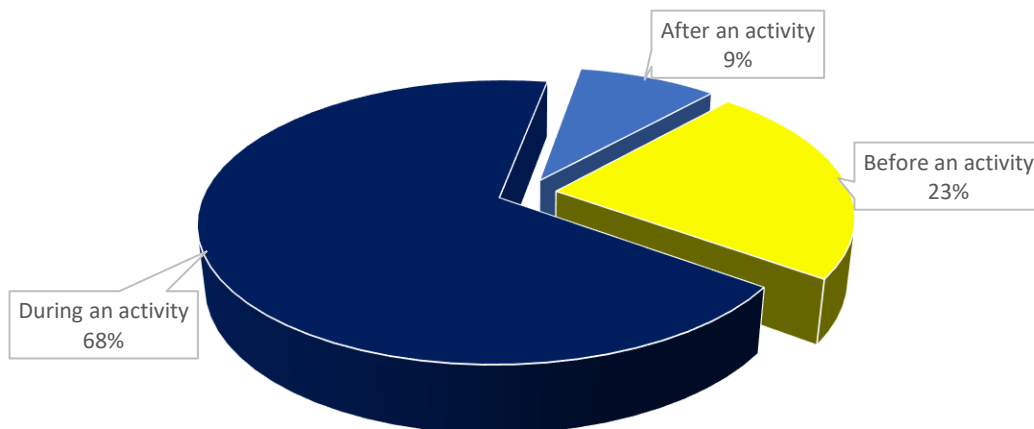
Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

4.4.2. Question 9: Do you think it is necessary to get models of communicating from your teacher?

Most of the students, 68% of them, considered that it was necessary to have models of communication to improve their oral interaction since they are not native English speakers. On the other hand, 23% of the SS replied that those models would be fine before an activity. There was a group of SS, being the 9%, who claimed that the help would be fine at the end of an activity. See Figure 18 below.

Figure 18

Question 9 Students' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

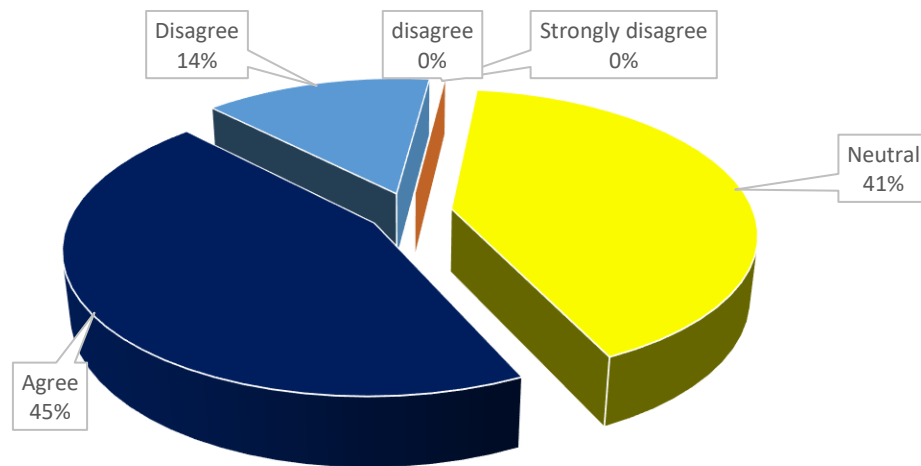
4.4.3. Question 11: The benefits of participating actively, and collaboratively bring positive results.

This question was also aimed at specific objective 3, but in a more direct way. As it can be seen in Figure 19, 45% of the SS took the 4th option to say that they practically agree with the

statement proposed; that is to say, speaking about working in an active and collaborative way, they could find more positive results rather than negative ones. Although nobody chose the disagree or the strongly disagree option, a similar number of SS decided to stay neutral. Besides, 14% of the SS chose to disagree without affecting the positive answer in any way at all. Subsequently, it can be stated that by working in teams, the SS will participate purposefully and cooperatively.

Figure 19

Question 11 Students' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

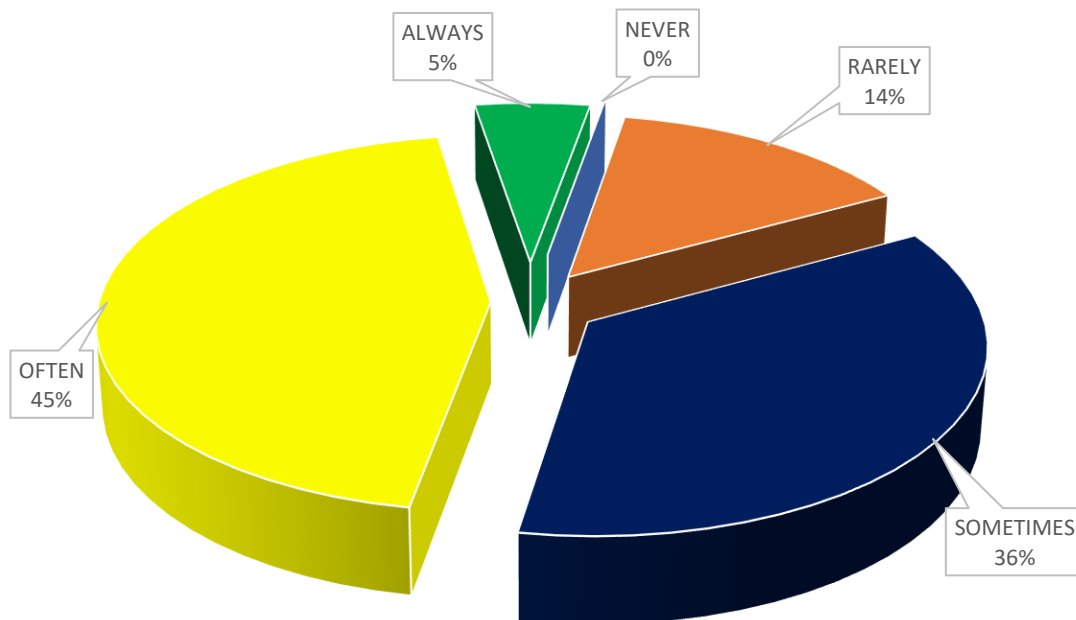
4.4.4. Question 14: Do you think that you can support what you state easily?

The results of this question helped to determine how productive those students' oral production skills were. Reading Figure 20 on the next page, it can be declared that 5% of the whole class replied that it was effortless for them to give more details that support a main idea,

whereas 14% of the group answered that they almost never could support their ideas. This meant that their OPL was practically low. 45% of these SS declared that they could often give support to what they said. 36% of the SS declared that they sometimes produce spoken language easily. Therefore, their OPL could be enhanced by using CDS which will be proposed in Chapter 5.

Figure 20

Question 14 Students' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

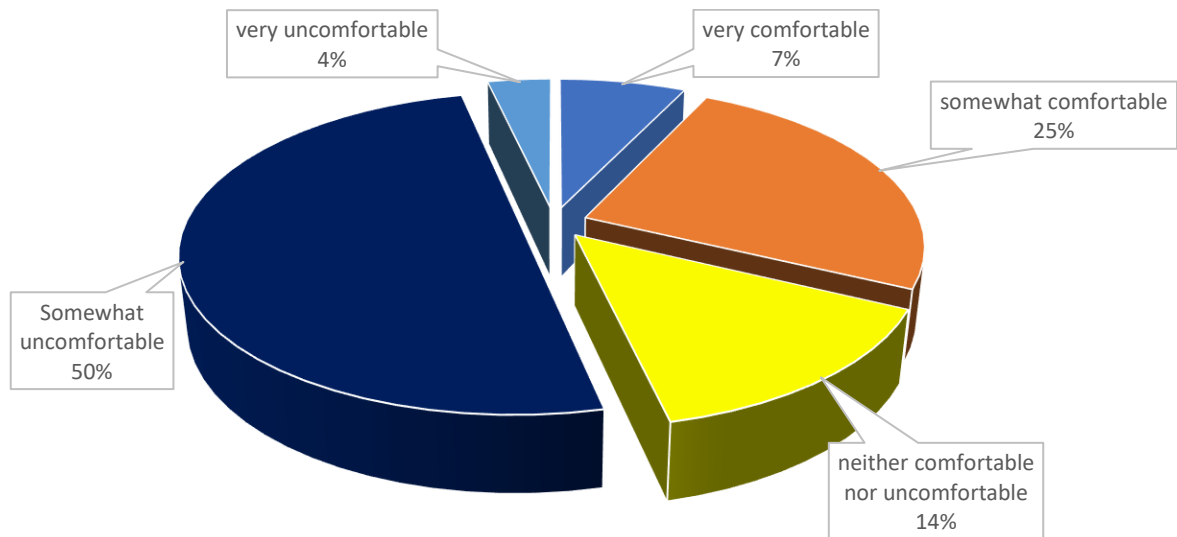
4.4.5. Question 18: How comfortable is your virtual environment provided in your virtual class?

According to the results gotten for this question, 50% of the SS at LICQUI claimed to feel somewhat uncomfortable when having virtual classes; they probably felt this way because they did not have any clear idea about the benefits of participating in a great virtual environment.

On the other hand, 7% of them answered positively by choosing the option of feeling very comfortable. There are also a number of them, representing 14% of the sample, who do not care how the virtual environment is set up. However, 25% of them replied that they felt somewhat comfortable during the virtual modality. Finally, 4% of the SS responded that they felt pretty uncomfortable. Once more, these SS are claiming to have different ways of learning. See Figure 21 below.

Figure 21

Question 18 Students' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

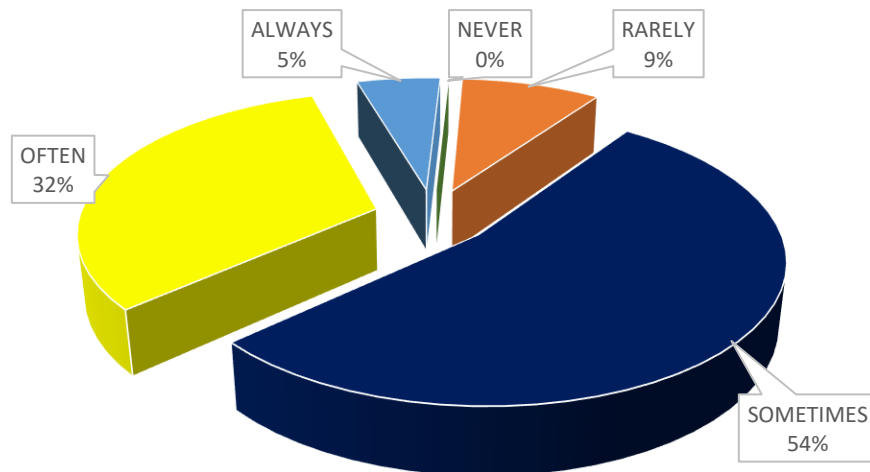
4.4.8. Question 19: Would you like to participate in collaborative digital activities?

Aiming at the general objective, the answers were relevant. In fact, the majority of the SS at LICQUI, representing 54%, answered positively. Although 5% of them responded that they

would always enjoy participating in collaborative digital activities, it would also mean that some of them were not keen on the same idea. For instance, 9% of these SS said that they would rarely be fond of having CDS. See Figure 22 on the next page. In the discussion section of this chapter, the researcher always tried to avoid any tendency so that there would not be future-possible misunderstandings.

Figure 22

Question 19 Students' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 4).

4.5. Teachers' Survey Analysis

Regarding this survey, there were also remarkable answers, which helped the researcher state deeper interpretations in terms of reinforcement of the prior findings. The surveys were applied to eight teachers of the English Department at LICQUI regarding the teaching of English online. They were invited to answer the survey simply by joining the link provided by MS-

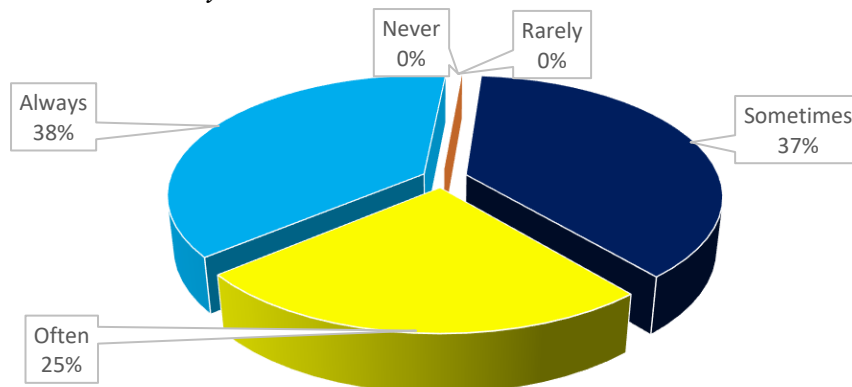
FORMS, and there were also some considerations before analyzing the data. For instance, the most important questions—10, 12, 13, 15, 16, and 20—were included for the analysis because they were considered to have produced more accurate results and helped to clarify aspects related to the research questions in this study. Then, these questions and the results they attained were analyzed as follows:

4.5.1. Question 10: Are you aware that some of your students may need extra time to process information and/or formulate responses?

Even though 35% of the teachers of English (TOE) at LICQUI replied that they are always aware of their students’ need to process what they have been asked to do, it could mean that their SS did not need any other extra help. 37% of these teachers responded that they sometimes remember that their SS could need their helping hand. Other teachers of English at LICQUI, 25% of them, answered that they almost often give their SS the opportunity to avoid misunderstandings. None of these teachers gave a negative answer. See Figure 23.

Figure 23

Question 10 Teachers’ Survey Results



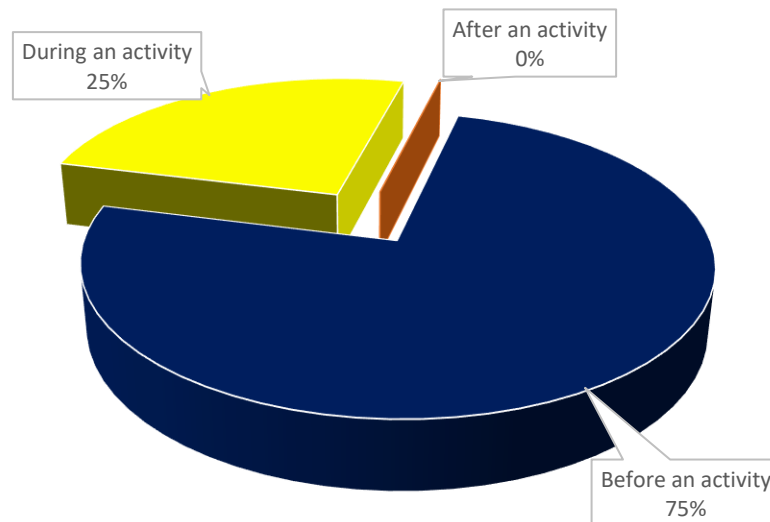
Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

4.5.2. Question 12: When do you think it is necessary to give models of communicating?

Regarding the models of interacting, 75% of the TOE considered it necessary to give these models to their SS before an activity, which could be considered to be the expected answer. Only 25% claimed that those models could be given during an activity. Fortunately, none of these TOEs got used to give instructions at the end. It seems they are aware of the possible consequences of not showing models of interaction at the right moment. See Figure 24.

Figure 24

Question 12 Teacher's Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

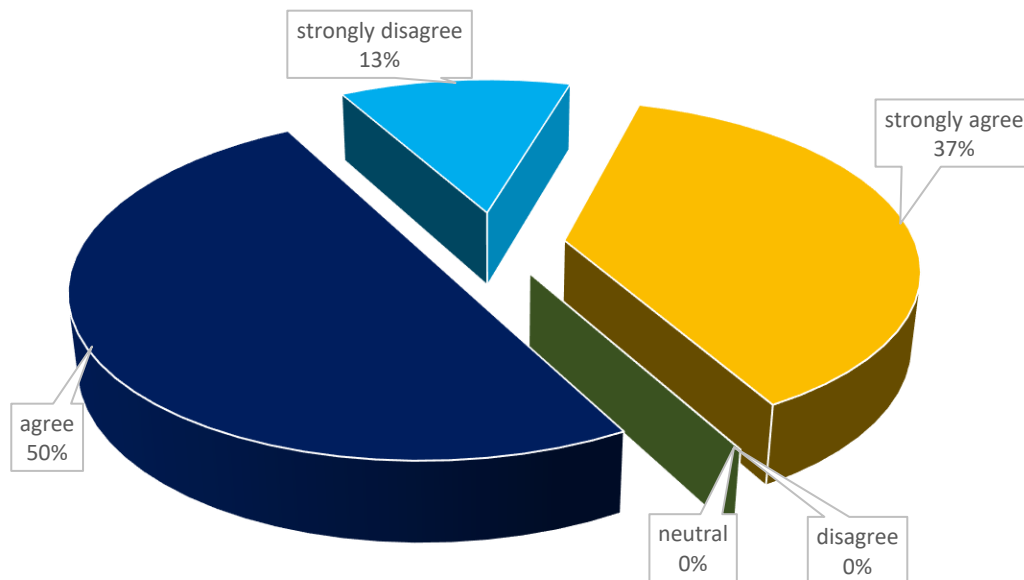
4.5.3. Question 13: Engaging students by outlining the benefits of participating actively, and collaboratively is absolutely necessary.

At least 50% of the TOE at LICQUI know the benefits of engaging their students, demonstrating to them that working actively and collaboratively could be the long-awaited

methodology to solve some or perhaps most of the everyday teaching-learning issues found in class. According to the results, there is also a group of the TOE (13% of them) who strongly disagree with the assumption stated in Question 13. Finally, 37% of the TOE strongly agree with this assumption. See Figure 25.

Figure 25

Question 13 Teachers' Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

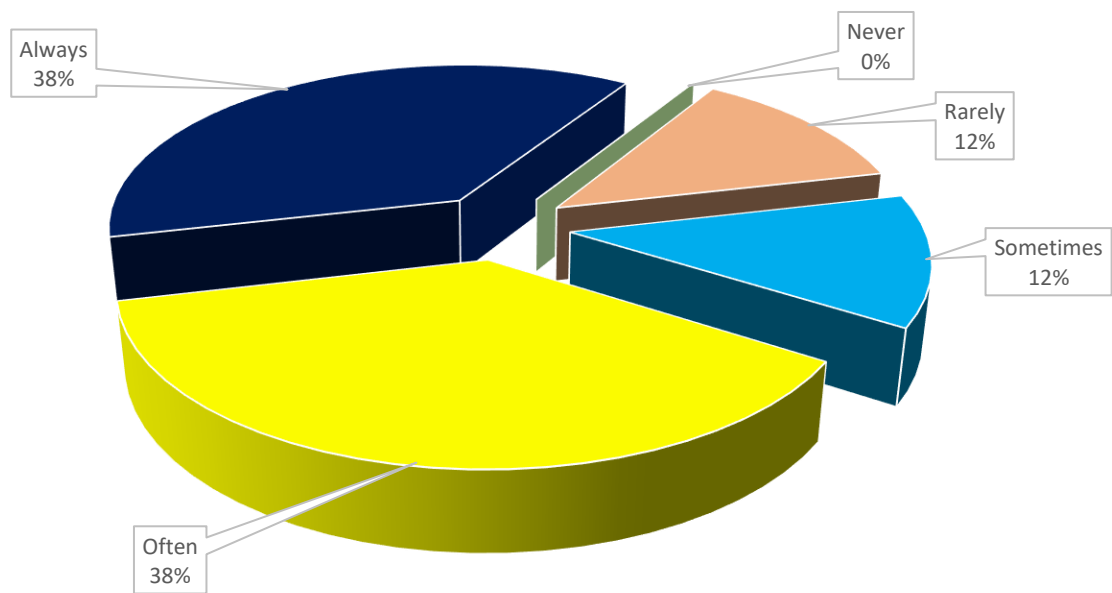
4.5.4. Question 15: For pair or group activities in your virtual class, do you include activities where students have the chance to speak with fluency?

A number of TOE (38%) replied always and a similar number of TOE (38%) answer that they often include topics with activities in which their students could put into practice their English. Sometimes 12% of the TOEs include appropriate activities for making their students

speak with fluency. Another 12% of the TOEs answered that they rarely made their best effort to provide specific activities to their pupils in order to give them the chance to speak English with a certain level of fluency. See Figure 26.

Figure 26

Question 15 Teacher's Survey Results



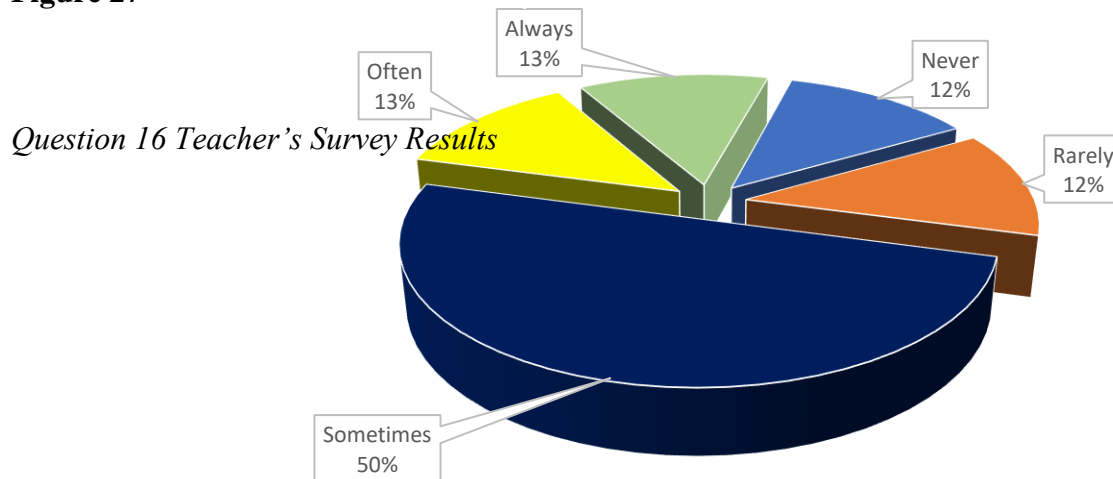
Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

4.5.5. Question 16: How often do you provide opportunities to your students to prepare ahead of an oral activity (do not confuse with a reading one), for example by using an online platform such as Padlet which allows students to share ideas before an activity?

In terms of determining if the TOEs at LICQUI provided digital applications in order for their students to prepare some ideas in advance, 50% of the TOEs answered positively, giving an idea that at least the Padlet application was being used in VM. However, they need to know that

there is a lengthy list of digital applications that could be used as part of a specific activity for accomplishing specific or common goals. 13% of TOEs require their students to work actively and collaboratively using a digital tool. Another 13% of the TOEs often do this practice too. Conversely, 12% of TOEs never, or only rarely, provide a digital application to their students. See Figure 27 to picture a better idea of these diriment results.

Figure 27



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

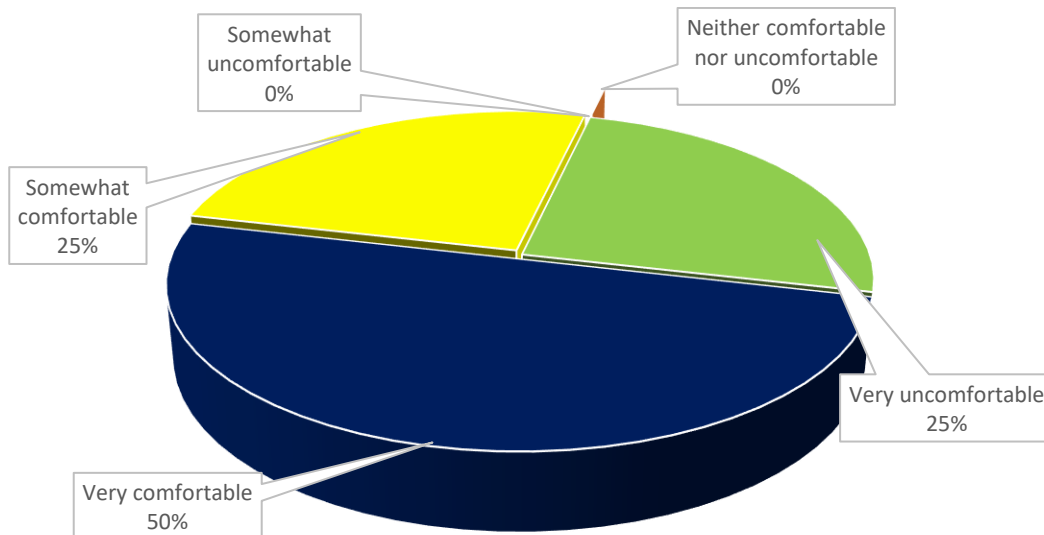
4.5.6. Question 20: How comfortable is your collaborative environment that you provide in your virtual class?

Last but not least, in terms of seeking if the TOEs provided a pleasant collaborative environment, 50% of these TOEs replied that they provided a very comfortable environment, which could be contradictory according to the results attained in the survey. 25% of these teachers answered that they had a somewhat comfortable environment. Something that could be

worrying is that 25% of these TOEs provided a very uncomfortable collaborative environment due to the fact that they might not have known about the wonderful collaborative activities and that they can also use digital tools to accomplish common goals, providing in this way a magnificent collaborative way of teaching and learning. See Figure 28.

Figure 28

Question 20 Teacher's Survey Results



Note: The Statistical Graphic was according to the data gotten in the tabulation (see Appendix 5).

4.6. Discussion

Because the primary goal of the study was to propose a set of collaborative digital strategies for improving speaking skills in an online learning modality, three specific objectives were established to achieve this outstanding goal. Moreover, one research question was designed for every objective to be as accurate as possible. See Table 7. These questions and their

corresponding answers are summarized further ahead.

Table 7

Objectives of the research paper and their corresponding research questions

OBJECTIVE	RESEARCH QUESTION (RQ)
General Objective	
To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022.	RQ 1. What are appropriate or suitable collaborative digital strategies that teachers can use to enhance speaking skills in on-line modality?
Specific Objective 1	
To diagnose the level of fluency in the speaking skills in on-line modality with these senior students.	RQ 2. Do senior students use EL fluently when interacting in virtual modality?
Specific Objective 2	
To determine the appropriate evaluation instruments for the gathering of information and the analysis of the levels of fluency in speaking skills in on-line modality.	RQ 3. Do senior students use EL fluently when producing orally in virtual modality?
Specific Objective 3	



OBJECTIVE	RESEARCH QUESTION (RQ)
<p>To compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students.</p>	<p>RQ 4. Does the class work in a collaborative environment to develop the speaking skills during the virtual class?</p>

The key findings of the study were riveting in some cases; sometimes they were unexpected. Furthermore, the results demonstrated that there was a distinct necessity for enhancing the way of interacting and producing the spoken language. The data also suggests that the use of CDS could be a possible solution for improving oral skills, specifically the oral fluency subskills. This data supports the assumption that applying collaborative strategies could help SS really feel encouraged to speak English more fluently whilst achieving common goals, which obviously have to be included within each collaborative strategy. Palloff & Pratt (2007, p. 171) state that promoting good, collaborative discussion can assist the students “in developing an appreciation for other forms of collaborative work.” While this is happening, the SS could be gaining a great way of interacting and improving the way they speak English.

The following example (see Figure 27) illustrates positive results for Question 16 in the Teacher’s Survey since every collaborative strategy has to be supported by a digital tool. Much better results could be obtained if the SS were led by CDS who followed a well-structured organizational structure. Therefore, in terms of the specific objective 2, there is a positive answer, which might lead the research to confirm that digital tools are the complement to the collaborative strategies that will be explained in detail in the proposal. This is why Swe Khine and Saleh (2010) confirm that the use of ICT in virtual classes should be a must for teachers.



When seeking the expected answer for the second research question (see Appendix 1), almost half of the observed classes, the Class 3-AI, got a B1 OIL, the maximum according to Rubric 1. This finding is different from the level achieved by the Class 3-BUI because for 65% of the classes, they could reach a B2 OIL. Then, the second research question was answered favorably in terms of a higher OIL level expected from both classes. See Figures 7 and 8. One reason for these results may be that the SS were not used to interacting with each other in the target language but in their mother tongue. Tylestone (2011) says that the idea of working together contributes not only to understand each other, but it also let students interact collaboratively. Perhaps the most likely explanation is that SS did not have enough opportunities to put into practice what they learned in virtual classes. These findings were significant because they were used to more objectively determine the OIL.

According to the results gotten in Rubric 1, the Class 3-BUI got B2 as its maximum level of oral interaction, and the Class 3-AI got B1 as its best level in the same rubric. Having these results and being supported by what Nabors et al. (2021) say, the problem could be that the English teachers of these two groups did not apply new strategies to make SS speak English more fluently (see Appendix 9 & 10). Then, traditional strategies are not good enough for Nabors et al. (2021) because they claim that there are non-traditional strategies that are active and help students develop language skills. For this reason, Ruíz Aguirre et al. (2015), citing Ferreriro (2007), present some collaborative digital strategies to be used in virtual modalities. Among some of them, they mention the method of solving problems, individual project methodology, the contracting method, and the group investigation method. Besides, some collaborative strategies for enhancing oral skills were selected for use in the proposal.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Attaining the information expected in the third research question (see Appendix 2), during 37% of the 20 observed classes, the 3-AI got a B1 OPL as the maximum according to Rubric 2. This finding is different from the level achieved by the Class 3-BUI because for 35% of the classes, they could reach a B2+ OPL. Thus, the third research question was answered positively in terms of a higher OPL level expected from both classes. See Figures 12 and 13. In this aspect, Ramos (2020) is in favor of using collaborative activities to develop oral skills, as innovations are always welcome. As the results were not positive enough in this rubric, West & West (2009) promote the use of short dialogues in small groups to produce the spoken language while trying to reach an agreement.

By the time the fourth question's answers were analyzed, the findings were decisive to determining whether or not each of the twenty observed classes was developed in a collaborative environment. The surprising and motivating results let the researcher confirm that the two assumptions were absolutely true (see Appendix 3). Considering that the primary assumption was that CDS were missing in the virtual modality and that the second assumption was that when students were taught using one of the CDS, they might enhance their English oral fluency. Tileston (2011) mentions that working in a collaborative environment would help students develop their oral fluency. By the same token, Palloff & Pratt (2022) emphasize that collaborative work can be used to encourage students to develop oral fluency.

On the other hand, these findings from the surveys also determined the need to compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for these SS. For instance, the results from the student's survey in terms of questions 10, 12, 13, 15, 16, and 17 brought about excellent results since they supported Farr and Murray's claim (2016), which says that technology is ongoing and by all means it will help to change the way

the SS could improve their oral production, and also because they supported Lehtinen's claim (2022), which says that the key is to solve mutual problems together. This is why the researcher has considered that the findings are of paramount importance because they are absolutely supportive of the main goal of the study.

Regarding the student survey, some results were expected, while others were not due to a lack of digital collaborative strategies in class, such as Question 18 (see Figure 21), where 50% of the SS responded that they felt somewhat uncomfortable in their virtual class. In this case, the answer was a little higher than expected because what was observed in the virtual classes was contradictory. In fact, there were no collaborative strategies applied in the virtual classes. A similar question was given to the 8 teachers who collaborated on this research paper, and they answered that 50% felt very comfortable when providing a collaborative environment. At least the classes observed did not show any collaborative strategy. Richards and Rogers (2001) claim that interacting with and working in a team enhances meaningful communication. Ramos (2020) also suggests that learners can develop language skills when doing collaborative activities.

For Question 8 (see Figure 17), 30% of these SS were in favor of working in team activities. In this regard, Bender (2012) emphasizes the importance of using innovative activities for online learning in order to achieve learning effectiveness. Then, Redfern (2015) claims that learners should be encouraged to work in teams so that they can also learn from each other. Fortunately, there are lots of collaborative strategies, such as the ones mentioned by Ruíz Aguirre et al. (2015), that encourage institutions to replace their traditional strategies with collaborative ones. According to the teachers participating in the survey (see Figure 25), 50% of them answered that SS should participate more actively and collaboratively. Then, it is essential



for these teachers to remember that their role will always be based on this socio-constructivist methodology.

These TOEs in Question 15 (see Figure 26) answered that it is necessary to make their SS work in pairs or in group activities, and Tajino et al. (2016) corroborate this because they say team learning is beneficial for both the students and the teachers as well. West & West (2009) also confirm that these kinds of activities let students improve their oral skills. However, few of these TOEs answered that they always use digital tools to make their students enhance their oral skills somehow and according to observations made (see Appendix 7 and 8). Regarding these online tools, Bender (2012) claims that computer programs such as MS-TEAMS allow learners to interact with each other in a different way thanks to video calls, which teachers can take advantage of and see how their spoken language is improving.

Even though the study was limited in a number of ways, it was absolutely valuable in that it really helped to accomplish all the specific objectives, and overall, the results suggest that CDS could be one possible solution for SS at LICQUI who practically did not demonstrate an optimum oral production level. It is important to note that these results do indeed warrant the view that Nabor et al. (2021) state: that it is extremely paramount to make students work in a great collaborative environment within collaborative activities to achieve better results.

It was also remarkable that the collaborative learning approach was useful in this study; first, to use it as a guide in order to see if what was assumed was according to the theory whose framework in the study was supportive enough because of the fabulous and extensive literature in terms of the variables involved in this research paper. Second, determining if the study was important in that not only will it help SS speak more fluently, but it will also help teachers of English have more opportunities to ensure this fluency. Overall, the findings indicate that it may



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



be necessary to use CDS to help the SS improve their language skills in terms of fluency in oral production. It definitely means that this study has outstanding significance because of the extraordinary upcoming benefits of working collaboratively and digitally in an online modality.

It is also remarkable that the Collaborative Learning approach was useful in this study; first, to use it as a guide in order to see if what was assumed was according to the theory whose framework in the study was supportive enough because of the fabulous and extensive literature in terms of the variables involved in this research paper. Second, to determine if the study is important in that not only will it help SS speak more fluently, but it will also help teachers of English. Overall, the findings indicate that it may be necessary to use CDS to help the SS improve their language skills in terms of fluency in oral production. It definitely means that this study has outstanding significance because of the extraordinary upcoming benefits of working collaboratively and digitally in an online modality.

Under no circumstances could any of the study's limitations be waived. For instance, the researcher found that time was one of the limitations when developing the study, conducting the surveys, or observing the online classes. Another one was the objectives and the research questions when seeing if there was an agreement. In fact, some changes were made to get the best results. Unfortunately, the most important thing could be the fidelity and veracity of the data in terms of the analysis that was carried out. This is why it is recommended that further research on this topic should be done more exhaustively because of the vast amount of valuable and incredible information left behind that could be included in this study; information that could help attain additional results.



CONCLUSIONS

The purpose of this study was to propose a set of collaborative digital strategies for improving speaking skills in an online learning modality. The research question that guided the project was: What are appropriate or suitable collaborative digital strategies that teachers can use to enhance speaking skills in an online modality? Taking into account the research question, first of all, the data analysis showed that there was a deficiency in collaborative learning; therefore, the senior students did not work in any collaborative environment, which limited their speaking skills in terms of sharing ideas or knowledge, having roles in the group, and working as a team.

When analyzing the data attained, it could also be observed that the senior students at LICQUI did not develop their oral fluency when they had to interact with one another or when they had to produce the oral language because of the deficiency in innovative or non-traditional strategies to foster the speaking abilities. Besides, as most of the SS answered that they preferred to work anonymously, it was impossible for them to experiment with some improvement in their oral language skills. Unfortunately, they were limited to reading dialogues only and developing exercises from the textbook; as a result, they never demonstrated their real ability to use the English language orally.

The data also revealed that, in the case of working collaboratively, the senior students did not share their ideas and what they had to say with the other members of their groups in order to achieve common goals. It was remarkable that they found it difficult to interact with partners who did not want to utter a word in English. It is also essential to emphasize that these students did not have the opportunity to work with any collaborative digital strategies when working in groups. As it was seen during the analysis, it was not difficult to find out that the senior students were used to working individually and on exercises that did not allow them to interact with one



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



another, and of course, it was clear to see that they never worked as a team.

The senior students could not develop their team accountability because they could not see the important role that each one had if they worked as a team. Besides, during the online classes, due to the deficiency in collaborative digital strategies, they could not manage their attitudes to help one another with active participation. This was important when they had to do activities that required interaction and production from all the members, because they were never split into small groups and could not improve their speaking skills. At the final stage of the observation, there was no change in attitude towards the class; they started and ended doing the same kind of regular activities.

RECOMMENDATIONS

It is highly recommended that English teachers at LICQUI include the use of CDS as a teaching aid, since these strategies are not only engaging, but they also motivate students to talk in English because of the innovative activities. The use of the five collaborative digital strategies outlined in the proposal to make SS improve their level of oral fluency through speaking activities such as discussions, debates, dialogues, and so on, will definitely help the SS and the TOE as well to have better teaching-learning experiences in online classes. Not only are these strategies needed to make SS interact, but they also help SS produce speech more fluently. The TOE should not forget to establish a common goal for the small groups as well as individual accountability to develop their oral fluency sub-skill in each class.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



Finally, for further research, it is recommended to test the proposal with all students from the secondary section, independently of which level of English they belong to, from the very beginning of each school year in order to see its impact at the end.

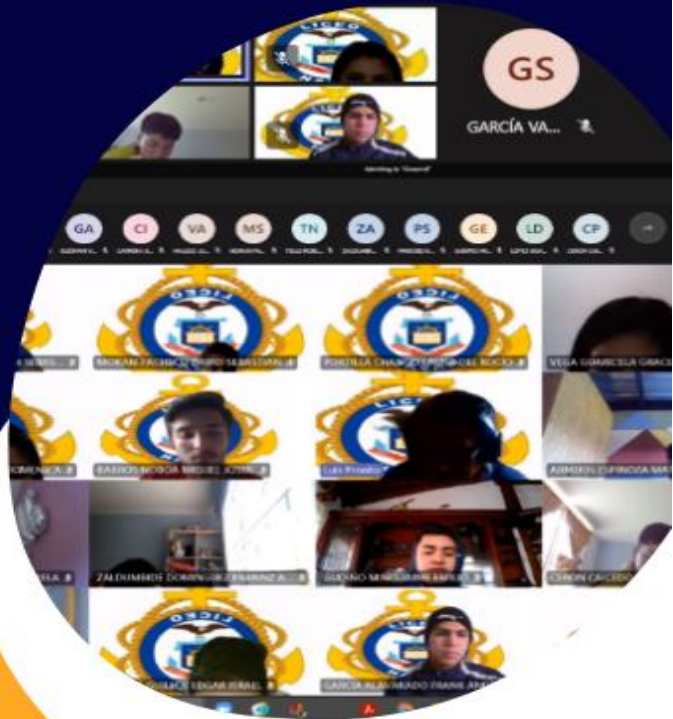
All in all, the compilation of some collaborative digital strategies to boost speaking skills could change students' attitudes towards improving their way of speaking English more fluently and their way of participating in an online class.



CHAPTER V

5. PROPOSAL








Collaborative DIGITAL STRATEGIES



LUIS PROAÑO
UNIVERSIDAD TÉCNICA
DEL NORTE 2022

5.1. Index

- + Introduction
- + Justification
- + **Theoretical foundations**
 - + The CDS applying process
 - + Selecting the best digital tool
 - + Pedagogic Wheel
 - + Periodic table of Applications and platforms for teachers.
- + **The Academic Guide for the CDS**
 - + Structure of the Academic Guide
- + **Collaborative Digital Strategies**
 - + The method of solution of problems CDS-1
 - + The Discussion CDS-2
 - + The group investigation method CDS-3
 - + The Seminar CDS-4
 - + The Presentation CDS-5
- + **Suggested Collaborative Activities for these CDS.**
 - + *Video Presentation*
 - + *Think-pair-share*
 - + *Role-playing*
 - + *Jigsaw Activities*
 - + *Flip your classroom*

-  *Discussion Groups*
-  *Moving Station Brainstorming Online*
-  *Giving Feedback*
-  *Debates*
-  *Online Forums create back-and-forth dialogue*
-  *Peer Review*
-  *Break-out rooms*

5.1.1. Introduction

The trend of incorporating online learning into curriculums continues to expand as schools identify online learning as a possibility for innovation and progress in a variety of learning disciplines. As schools see the benefits of learning that may take place anywhere and at any time, online learning is gaining traction. The quantity of resources available to schools is continually increasing, as is the ease with which they can be obtained. Online learning is a cost-effective method that also gives all students an equal opportunity to learn, which can lead to increased involvement. It also incorporates a variety of learning tactics and activities to cater to a variety of learning types.

Nowadays, it is strongly believed that in online classes, there is a cyclical relationship in which collaborative activity promotes the formation of community, and the presence of community promotes the success of collaborative activity. Therefore, the collaborative digital strategies (CDS) will always give the chance of developing the oral language skills in terms



of speaking more fluently. This is why using CDS are of a paramount importance due to the solutions delivered when needed the most.

5.1.2. Justification

Since the way of teaching-learning process has been changing frenetically especially in virtual classes, it is strongly believed that teachers of English should start using new trends for becoming great facilitators rather than educators. Therefore, it is a challenge for teachers and students to become part of a new digital generation. The more teachers use collaborative digital strategies the better for students because of the positive results generated by using properly collaborative digital strategies that let students develop oral interaction and oral production.

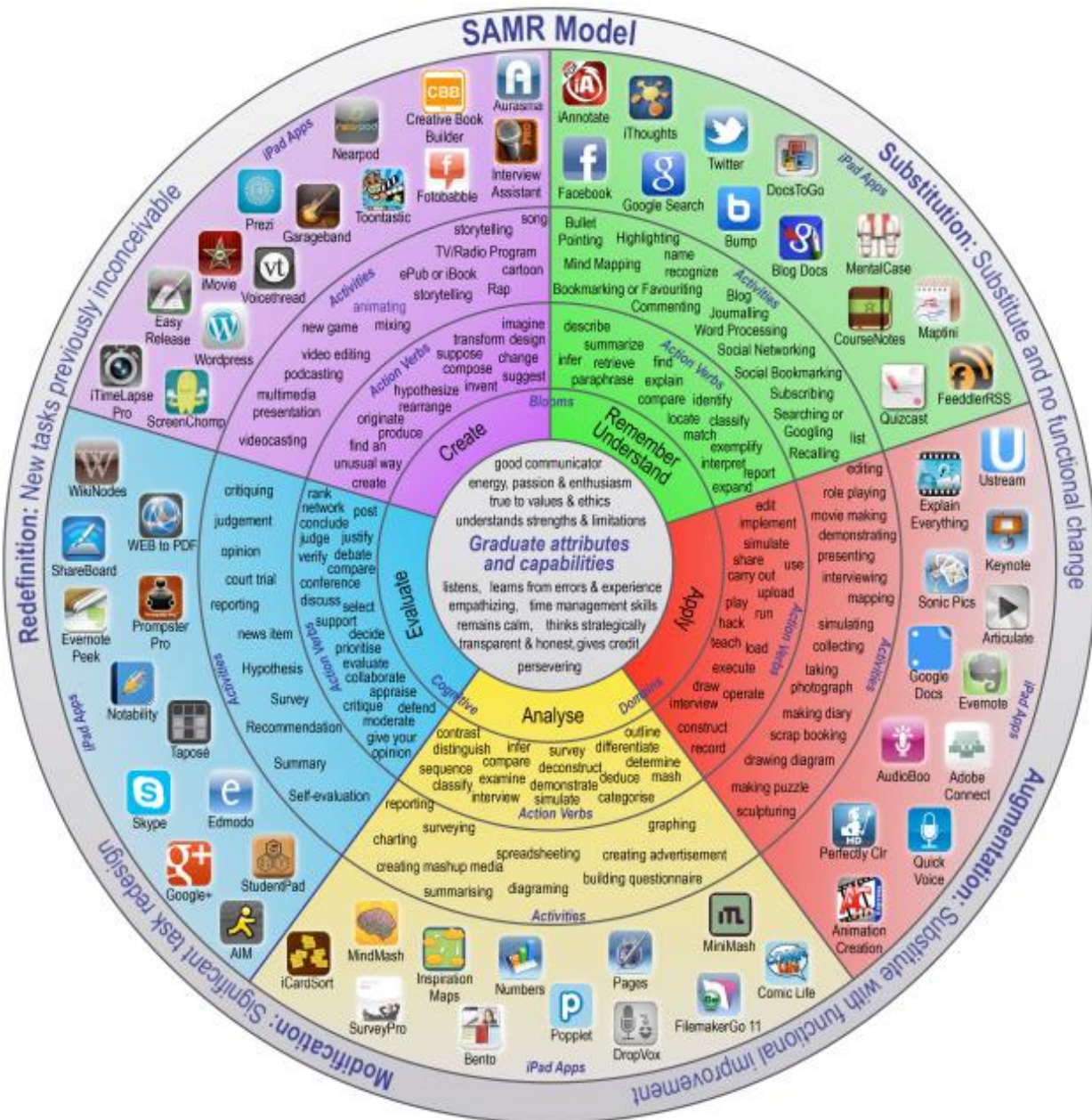
5.2. Theoretical foundations

5.2.1. Selecting the Best Digital Tool.

Not only will the Pedagogic Wheel on the next page give you a clear idea what application to select depending on the hierarchical level of achievement that you want your students to attain but it will also show the classification of the most common digital applications. They have been classified according to the Bloom's taxonomy because not all the applications have been designed to accomplish every single goal. It's hardly rocket science to use the Pedagogy Wheel. It is a common gadget that can be used by ordinary teachers for anything from curriculum planning and development to establishing learning objectives and creating student-centered activities. The goal is for users to respond to the

challenges that the wheel poses for their teaching practices by asking themselves critical questions about their choices and techniques.

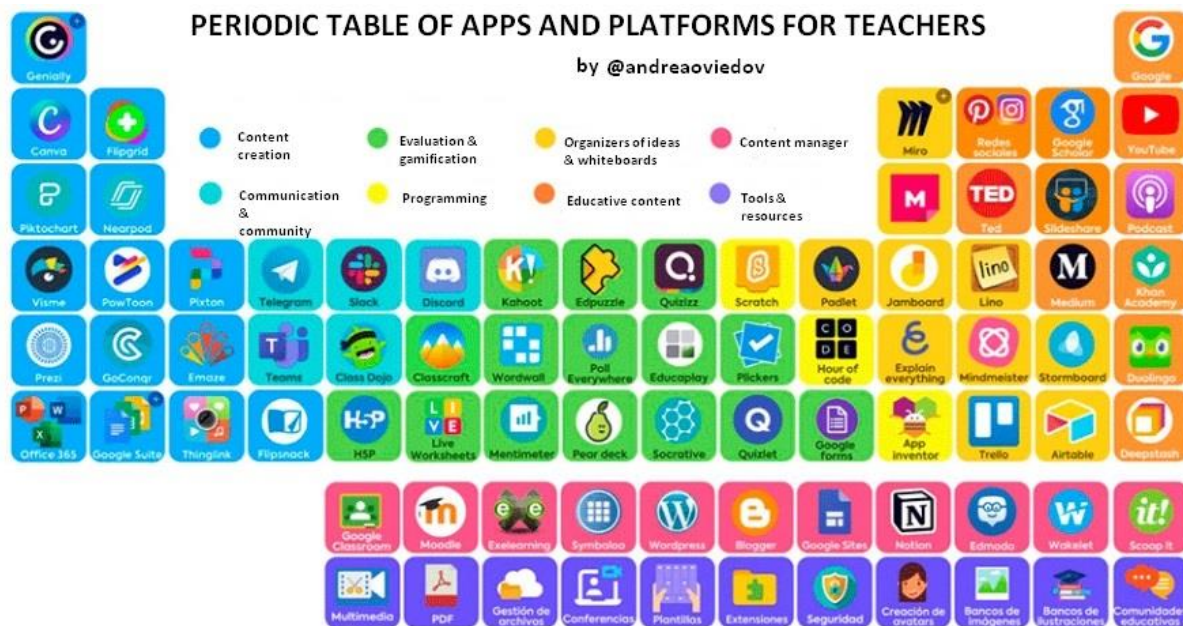
5.2.2. PEDAGOGIC WHEEL



Note: Retrieved from <https://educationtechnologysolutions.com/2016/06/padagogy-wheel/>

You may also visit the following webpage to ensure what digital application is the most suitable for your class purpose. Although it is in its Spanish version, but it works perfectly. Just follows this link and you will for sure enjoy in advance

<https://yosoytuprofe.20minutos.es/2021/06/09/la-tabla-periodica-de-apps-y-plataformas-educativas/>. However, you may just use the digital applications suggested further in this academic guide.

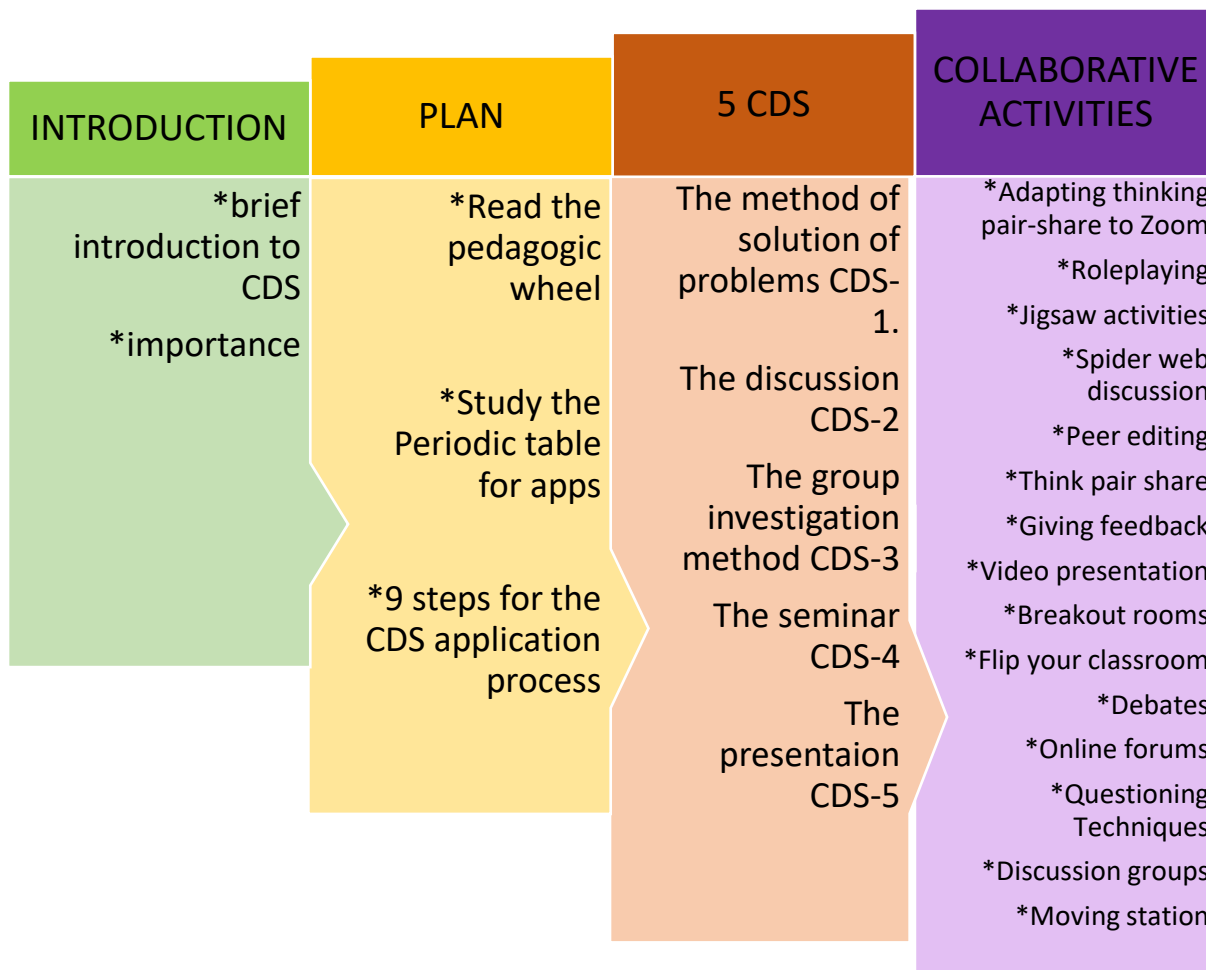


Note: Translated by Luis Proaño.

As you can see above, the most common digital applications have been classified into groups. Each colour represents a group of apps according to a general purpose. All you need to do is to move the mouse around to select an option, and immediately an information box with details of the application and the corresponding link will pop out.

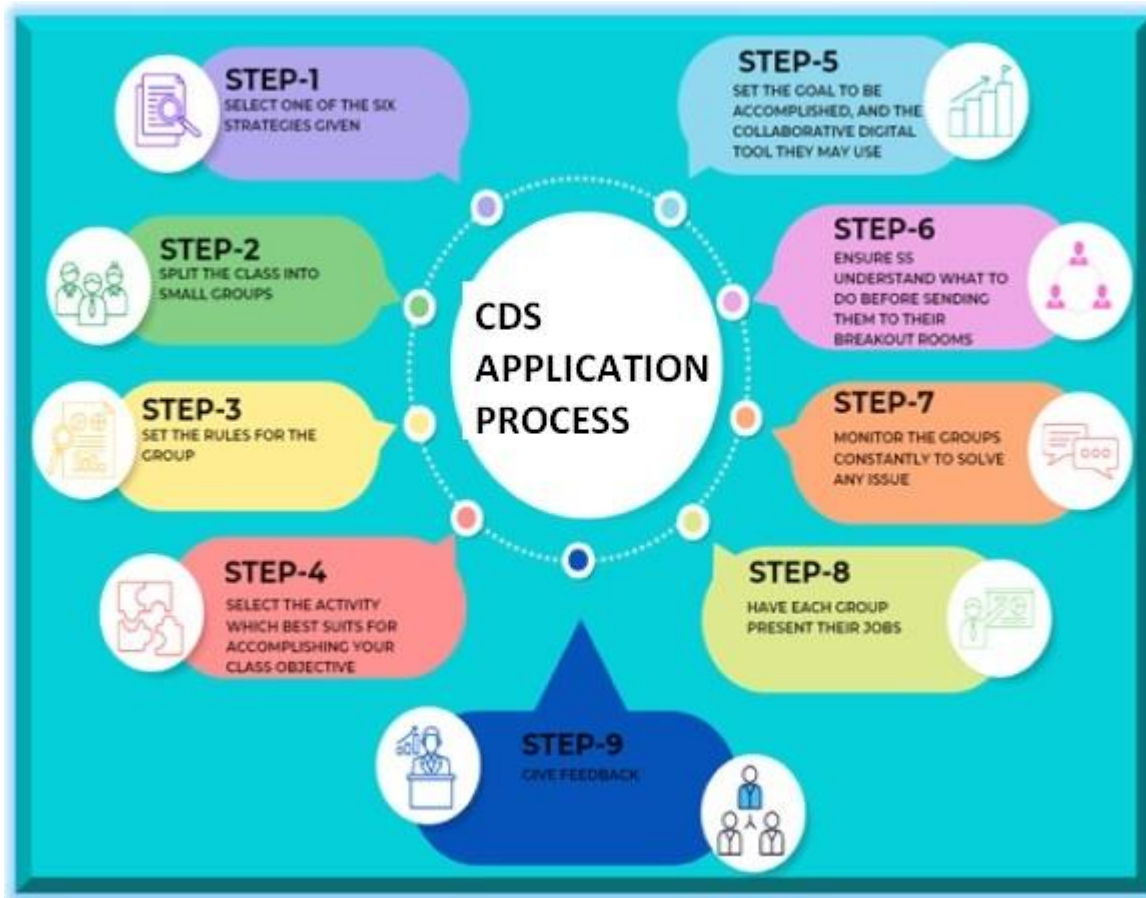
5.3. The Academic Guide for the CDS

The aim of this proposal is bound to help teachers make their SS at LICEO NAVAL QUITO speak more fluently during classes online. It will also try to persuade the teachers that a specific step-by-step plan will offer one solution to enhance the oral skills of their SS. It also offers the academic guide expected for six of the most common collaborative digital strategies (CDS). Moreover, it contains the following structure:



5.3.1. CDS APPLICATION PROCESS

In order to succeed in using the CDS, the following steps must be followed one by one so that no confusion or any issue can arise. Thus, it is compulsory to follow the 9-step procedure for applying the CDS mentioned in the infogram below whenever you are about to make your students interact or produce the English language in a more fluent way. Moreover, a brief description of each step is given to let you know exactly what to do in each of your virtual classes.



Step 1. Select one of the six collaborative strategies given further which best suits for your class.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Step 2. Split the class into small groups (breakout rooms). Let your SS know which group will be collaborating with.

Step-3. Always set the rules for the groups.

- a) Behave respectfully.
- b) One of the members of each group will be the leader.
- c) All the members of each group have to work actively and collaboratively by supporting and contributing in their teams every time every moment that they can.
- d) Decide who is going to present the job (e.g., explanation, share findings, video presentation, etc.)

Step 4. Select best collaborative activity depending on what is intended to achieve in your class. These activities are described further.

Step 5. Set the goal to achieve (this can be the same as for the selected exercise in the student book), give the class which collaborative digital tool (see next section) they can use to accomplish this goal, and assign the time needed.

Step 6. Ensure that the students understand what to do before sending them to their breakout rooms, for instance. Allow two or three students to explain the activities; provide more explanation of what to do; and, if possible, provide examples.

Step 7. Once the students are sent to work as a group, monitor each group's job in order to encourage them to work collaboratively and solve any issues that arise.



Step 8. When the time is over, call them back to the main room and have them present their jobs.

Step 9. Give feedback at the end of each session.

5.3.2. Collaborative Digital Strategies

Before you select the most appropriate CDS, it is crucial to read through all the six CDS to compare their collaborative activities, their objectives, and the suggested digital tool to accomplish the objective in your virtual speaking classes. Once you are sure what you expect to be done in your class, choose the most suitable collaborative activity for your class. Finally, select the digital application to be used in your class in order to achieve your online-class goals. Every collaborative activity has got a quite specific objective, and the most suitable digital applications that you as a teacher might possibly use. In terms of these digital applications, you should know that some of them can be used for multiple activities. However, it depends on you as a user only in order to decide which one will help you the best.

5.3.2.1. The method of solution of problems CDS-1

Experts consider this method to be one of the most significant ones for teamwork. It entails assembling teams of integrators to work on issues like audio, video, hyperlinks in text and other media, blogs, social networks, and learning objects, while also utilizing a variety of information communication technologies (ICT) such as Zoom,

Teams, Whatsapp, Powtoon, Canva, ClickView, among others. Galindo (2015) was translated and adapted. See Table A for the most common collaborative activities that can be used with CDS-1.

Table A MOST COMMON ACTIVITIES FOR CDS-1

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Discussion Groups</i>	<i>to work on a problem that has been presented to them by the teacher</i>	<i>Zoom, Teams, Whatsapp</i>
<i>Video Presentation</i>	<i>To build an argument for something students believe</i>	<i>Powtoon, Teams</i>
<i>Giving feedback</i>	<i>To record oneself or feedback on a task in the form of a video blog</i>	<i>ClickView, Teams</i>

5.3.2.2. The Discussion CDS-2

It is an individual and group learning activity in which each participant expresses their point of view, judgment, or criterion regarding a particular subject with the aim of arriving at positions of agreement and disagreement as a group. Participants are urged to include thoughts and reflections that will help them strengthen their critical thinking abilities. Galindo (2015) was translated and adapted. See Table B for the most common collaborative activities that can be used with CDS-2. Some of the most common ICTs are Padlet, Teachfloor, Teams, Google Meets, Clickview, etc.

Table B MOST COMMON ACTIVITIES FOR CDS-2

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Peer Review</i>	<i>To review and provide feedback on the assignment of others</i>	<i>Canva, Padlet</i>
<i>Break-out rooms</i>	<i>To discuss about any topic</i>	<i>Teachfloor, Zoom, Teams</i>
<i>Debates</i>	<i>To discuss a topic from two opposing sides</i>	<i>Zoom, Teams, Google Meets, Classroomscreen, Padlet</i>

5.3.2.3. The group investigation method CDS-3

A research study will be carried out by small groups of students. This strategy promotes the development of learning within the team and eventually throughout the entire group. In order to incorporate their online research projects into the virtual area that belongs to them, the teams will use digital tools to place various suggestions in that space. Galindo (2015) was translated and adapted. See Table C for the most common collaborative activities that can be used with CDS-3.

Table C MOST COMMON ACTIVITIES FOR CDS-3

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Flip your clasroom</i>	<i>to stimulate student discussion during remote learning</i>	<i>Zoom, Teams, Google Meets, Whatsapp, Clickview</i>

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Discussion Groups</i>	<i>to work on a problem that has been presented to them by the teacher</i>	<i>Zoom, Teams, Whatsapp</i>
<i>Think pair share</i>	<i>To analyze, evaluate, or synthesize a topic and then share their findings with the rest of the class</i>	<i>Thinglink</i>
<i>Moving station brainstorming online</i>	<i>To brainstorm ideas</i>	<i>Classroomscreen, Stormboard</i>

5.3.2.4. The Seminar CDS-4

In order to present the students' thoughts and discuss the connections and implications with the goal of organizing the findings, this strategy necessitates bringing all the students back together in a virtual setting. Seminars are a good way to get more students involved in class. Within the borders of the digital realm, concepts, standards, viewpoints, and queries regarding general interdisciplinarity are communicated within the walls of the digital space. Galindo (2015) was translated and adapted. See Table D for the most common collaborative activities that can be used with CDS-4. For this CDS, there are some new and different ICTs. For instance, Nearpod, Jamboard, Classroomscreen, etc.

Table D MOST COMMON ACTIVITIES FOR CDS-4

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Debates</i>	<i>To discuss a topic from two opposing sides</i>	<i>Zoom, Teams, Google Meets, Classroomscreen, Padlet</i>
<i>Online forums create back-and-forth dialogue.</i>	<i>to get the class to respond to readings and discussion</i>	<i>Nearpod, Teams, Zoom, Google Meets</i>
<i>Discussion Groups</i>	<i>to work on a problem that has been presented to them by the teacher</i>	<i>Zoom, Teams, Whatsapp</i>
<i>Jigsaw Activities</i>	<i>To get students engage with one another</i>	<i>Jamboard</i>
<i>Spider Web Discussion</i>	<i>To lead their own discussion</i>	<i>Google Meets, Classroomscreen</i>

5.3.2.5. The Presentation CDS-5

The teacher assigns a topic, and the students, either individually or in groups, organize a presentation using the features listed during the conference development process. Students post comments, queries, and concerns in virtual spaces so that they or the teacher can offer solutions. See Table E for the most common collaborative activities that can be used with CDS-5. Galindo (2015) was translated and

adapted. A new ICT that can be mentioned is Thinglight. However, users should know that this is just the beginning due to the vast array of applications and platforms that can be found on the Internet effortlessly.

Table E MOST COMMON ACTIVITIES FOR CDS-5

COLLABORATIVE ACTIVITY	SPECIFIC PURPOSE	SUGGESTED DIGITAL APPLICATIONS & PLATFORMS
<i>Roleplaying</i>	<i>To talk and convince others</i>	<i>Zoom, Teams, Teachfloor</i>
<i>Think pair share</i>	<i>to analyze, evaluate, or synthesize a topic and then share their findings with the rest of the class</i>	<i>Thinglink, Teams</i>
<i>Giving feedback</i>	<i>To record oneself or feedback on a task in the form of a video blog</i>	<i>ClickView, Teams</i>
<i>Video Presentation</i>	<i>To build an argument for something students believe</i>	<i>Powtoon, Teams</i>
<i>Debates</i>	<i>To discuss a topic from two opposing sides</i>	<i>Zoom, Teams, Google Meets, Classroomscreen, Padlet</i>
<i>Online forums create back-and-forth dialogue.</i>	<i>to get the class to respond to readings and discussion</i>	<i>Nearpod, Teams, Zoom, Google Meets</i>

5.3.3. Suggested Collaborative Activities for these CDS.

The most suitable collaborative activities mentioned in the Tables before, are described in detail using the same format to all of them so that the user (teacher) can effortlessly apply them in their online classes.

5.3.3.1. Video Presentation (Bender, 2012), (CLICKVIEW EDUCATION, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Specific formulas illustrating the strategy sequence: <i>Opening, Strengthening, Closing</i> ▪ Vocabulary related to the topic given. 	<ul style="list-style-type: none"> ▪ The students will be able to build an argument or “make a case” for something they believe in. ▪ The students will master formulas such as: <i>to begin with, moreover, finally, etc</i> ▪ The students will improve their oral skills. ▪ The students will master vocabulary related to the topic given. ▪ They will be able to back up a point of personal view. 	<ol style="list-style-type: none"> 1. The teacher introduces persuasion, as well as the topic. 2. He introduces new vocabulary. 3. The teacher illustrates the three-part strategy by presenting the case for the topic. 4. The teacher reviews the structure of making a case by highlighting each phase. 5. The students practice the strategy by following the presented structure to make a case for the topic given. 6. The students discuss for what to say in each phase. 7. The students will use a digital application to videorecord what they have discussed and prepared about the topic.

5.3.3.2. Think-pair-share (Zezima, 2022), (Crawford, 2005), (Palloff & Pratt, 2005)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ This is a useful cooperative learning strategy because it engages all students in their learning and it can be done quickly during almost any lesson. 	<ul style="list-style-type: none"> ▪ To naturally encourage richer discussions in virtual learning. ▪ To give students as much freedom as possible to experiment, research, and pursue interests within a content area, then they inevitably have a lot more to say. 	<ol style="list-style-type: none"> 1. Teacher poses a question to the group. 2. Each student has a minute or two to think about the question. 3. They turn and discuss with someone belonging to the same group 4. Have them share with the whole class.

5.3.3.3. Role-playing (Palloff & Pratt, 2005), Bender (2012)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ It leaves room for students to be reflective and deliberate. ▪ Students feel comfortable with each other and with the online environment 	<ul style="list-style-type: none"> ▪ to deepen analysis of a work of fiction, or as a tool by which to comprehend different case studies and scenarios, or for learning more intimately about different historical time periods. 	<ol style="list-style-type: none"> 1. Divide the class into groups and assigned each group a topic of study. 2. Assign each student a character role from one of the stories you have been reading. 3. Create group discussion forums. 4. After this time, each group had to put on their virtual play on the class discussion board.

5.3.3.4. Jigsaw Activities (Zezima, 2022), (Crawford, 2005), (Palloff & Pratt, 2005)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ This is beneficial because it encourages student interaction and holds them responsible for their education. ▪ It is genuinely collaborative in that each student must put in effort in order for the entire group to become knowledgeable about the subjects. ▪ This enables students to take on the role of teachers and can be applied in a range of subject areas and subjects. 	<ul style="list-style-type: none"> ▪ To break a large group of students into smaller groups and assign them a specific topic each. ▪ To learn and then teach others about their assigned topic. ▪ To learn different concepts in relatively less time and can retain the newly acquired information better. 	<ol style="list-style-type: none"> 1. Students are placed into small groups and are each assigned a different topic within the same general topic. 2. Together, they get all the pieces come together to form a complete product. 3. Present the final job to the class.

5.3.3.5. Flip your classroom (Minero, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ It spends less time throughout class listening to students' questions and giving direct instruction. ▪ It more specifically clarifies concepts and benefits students. 	<ul style="list-style-type: none"> ▪ To stimulate student discussion during remote learning. ▪ To identify, and address, where the students have been struggling. 	<ol style="list-style-type: none"> 1. Teach new content asynchronously through recorded videos and online activities. 2. Students briefly summarise the concepts they had learned together. 3. Split the class into breakout rooms to solve related problems in small groups.

5.3.3.6. Discussion Groups (CLICKVIEW EDUCATION, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Easy to follow ▪ This is advantageous for beginner and intermediate level students. 	<ul style="list-style-type: none"> ▪ To share thoughts about a video. ▪ To reach a common agreement 	<ol style="list-style-type: none"> 1. Split the class in small groups. 2. Have the whole class watch the same video. 3. Each group has to take notes while watching the video. 4. Have them share their thoughts. 5. Each group will share a common agreement.

5.3.3.7. Moving Station Brainstorming Online (Minero, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Develop critical thinking. ▪ Maintain a sense of classroom community. 	<ul style="list-style-type: none"> ▪ To answer prompts. ▪ To talk about others' opinions. 	<ol style="list-style-type: none"> 1. Divide the class in small groups. 2. Create shared Google docs or a series of Google slides for the prompts/questions. 3. Each group will leave their thoughts under the questions by the assigned date and then follow up by commenting on the other group's responses.

5.3.3.8. Giving Feedback (CLICKVIEW EDUCATION, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Information on a subject or topic may be more useful when it comes from peers. 	<ul style="list-style-type: none"> ▪ To record self or peer feedback on a task. 	<ol style="list-style-type: none"> 1. Split the class into couples. 2. Give the whole class a general topic. 3. Have them search the internet about the topic. 4. Students share their findings. 5. Have them feedback each other.

5.3.3.9. Debates (Crawford, 2005), (Palloff & Pratt, 2005), (Bender, 2012)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Debating ideas without attacking people. ▪ Use the spoken language for arguing. ▪ It develops critical thinking. ▪ It requires no sources. ▪ This activity is more active and is founded on positive contradiction. 	<ul style="list-style-type: none"> ▪ To assist the students in developing their argumentation skills. 	<ol style="list-style-type: none"> 1. Divide the class in two groups. 2. Give a topic to the whole class. 3. Have the groups discuss their ideas about the topic. 4. Demand the students to always support their ideas. 5. Make them reach a conclusion and give a recommendation.

5.3.3.10. Online Forums create back-and-forth dialogue (Minero, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ It improves oral skills. ▪ It increases the way of keeping a conversation without the necessity of arguing. 	<ul style="list-style-type: none"> ▪ To get her class to respond to readings and discussion prompts. ▪ To reply to at least two of their peers' comments in order to foster a more extensive conversation ▪ To foster a back-and-forth dialogue. 	<ol style="list-style-type: none"> 1. Give a topic for discussion to the whole class. 2. Have the groups discuss their ideas about the topic. 3. Make the students feel free to participate.

5.3.3.11. Peer Review (Qasim, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Lets the students discuss about a partner's written document. ▪ A student becomes the teacher of others. ▪ Oral production mistakes are welcome. 	<ul style="list-style-type: none"> ▪ To review and give feedback about the written task of others. ▪ To strengthen students' evaluative skills and make them independent. 	<ol style="list-style-type: none"> 1. Have the students work in pairs. 2. Students interchange their written task with each other. 3. Students take turns to review a partner's task until the review is over. 4. Then, share their feedback with the hole class so that teachers will reinforce it. 5. Have them keep a record of their feedback.

5.3.3.12. Break-out rooms (Qasim, 2022)

ADVANTAGES	SPECIFIC OBJECTIVES	TO DO LIST
<ul style="list-style-type: none"> ▪ Effective online activity ▪ Full collaborative activity ▪ It fosters community building. ▪ It gives to put in practice the oral skills on their own. ▪ Mistakes are welcome. 	<ul style="list-style-type: none"> ▪ To brainstorm ideas. ▪ To solve a common goal. ▪ To solve short exercises and projects. 	<ol style="list-style-type: none"> 1. Split the class into small groups. 2. Give the exercise or project to solve. 3. Establish the rules for the groups. 4. Set the roles for each member of the group. For instance: the leader, the spoke person, the secretary. 5. Monitor the groups once in a while. 6. Have them share their ideas or solutions to the class.



LIST OF REFERENCES

- Albert, S., Flournoy, D., & LeBrasseur, R. (2009). *Networked communities* (1st ed.). Information Science Reference. Alzheimer Europe - Research - Understanding dementia research - Types of research - The four main approaches. Alzheimer-europe.org. (2021). <https://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/The-four-main-approaches>.
- Bender, T. (2012). *Discussion-based online teaching to enhance student learning*. Stylus.
- Buitrago, A. (2017). *Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers*. *English Language Teaching*, 10(5), 139. doi: 10.5539/elt.v10n5p139
- Cambridge Dictionary. (2021). <https://dictionary.cambridge.org/es/diccionario/ingles/strategy>
- ClickView Education. (2022). *Collaborative Learning Strategies in the Classroom - ClickView*. ClickView Education. Retrieved 12 August 2021, from <https://www.clickvieweducation.com/teaching-strategies/collaborative-learning/>.
- Clifford, M. (2021). *20 Collaborative Learning Tips and Strategies For Teachers*. TeachThought. <https://www.teachthought.com/pedagogy/collaborative-learning-tips/>.
- Cooperative and Collaborative Learning. (2022). *Cooperative and Collaborative Learning: Explanation*. Thirteen.org. Retrieved 28 January 2022, from <https://www.thirteen.org/edonline/concept2class/coopcollab/>. Council of Europe. (2015). *Common European Framework of Reference for Languages* (1st ed.). Cambridge Univ. Press.
- Crawford, A., Saul, W., Mathews, S., & Makinster, J. (2005). *Teaching And Learning Strategies For The Thinking Classroom* (1st ed.). The International Debate Education Association.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



- Darby, F. (2019). *Small Teaching Online the Learning Science Applied to Online Classes with Effective Strategies to Teach Anything to Anyone* (1st ed., p. 10). Jossey-Bass.
- Deakin University CRICOS. (2022). *10 Things To Consider For Collaborative Learning* [Ebook] (p. 1). DEAKING UNIVERSITY. Retrieved 18 February 2022, from <http://dteach.deakin.edu.au/wp-content/uploads/sites/103/2019/12/10-things-to-consider-when-designing-collaborative-learning-tasks.pdf>.
- Downing, J. (1997). *Creative Teaching: Ideas to Boost Student Interest* (1st ed.). Teacher Ideas Press.
- Education Corner. (2022). *20 Huge Benefits of Using Technology in the Classroom*. Education Corner. Retrieved 17 January 2021, from <https://www.educationcorner.com/benefits-of-ict-in-teaching-and-learning/>.
- Secretaría Nacional de Planificación. (2021). *Plan Nacional de Desarrollo 2021-2025*. Encontremonos.planificacion.gob.ec.
<http://encontremonos.planificacion.gob.ec/enterate/eje-1/>.
- EF, & EPI, E. (2022). *Ecuador queda en el puesto #81 en el ranking de inglés EF EPI < GO Blog EF Blog Ecuador*. Retrieved 12 September 2021, from <https://www.ef.com.ec/blog/language/ecuador-queda-en-el-puesto-81-en-el-ranking-de-ingles-ef-epi/>.
- English, A. (2021). *Teacher's Corner: Classroom Management*. Americanenglish.state.gov.
<https://americanenglish.state.gov/resources/teachers-corner-classroom-management#child-1898>.
- English Club. (2022). *Oral Fluency in English* | EnglishClub. Englishclub.com. Retrieved 22 January 2022, from <https://www.englishclub.com/learn-english/oral-fluency.htm>.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



- Erben, T., Ban, R., & Castañeda, M. (2009). *Teaching English language learners through technology* (1st ed.). Routledge.
- Espinoza, D. (2021). *Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura*. UTN.
- Farr, F., & Murray, L. (2016). *The Routledge Handbook of Language Learning and Technology* (1st ed.). Routledge.
- FORUM, E. (2021). *Teacher's Corner: Promoting Learner Engagement*. Americanenglish.state.gov. Retrieved 30 December 2021, from <https://americanenglish.state.gov/resources/teachers-corner-promoting-learner-engagement#child-2252>.
- Gerber, J. (2014). *How to Speak English Fluently Tips and Tricks for English Learners* (1st ed., pp. 64-68).
- Herring, M.C., Koehler, M.J., & Mishra, P. (Eds.) (2016). *Handbook of Technological Pedagogical Content Knowledge (TPACK) for Educators*. (2nd edition). New York: Routledge (2nd ed., p. 11). Routledge.
- Herschensohn, J., & Young-Scholten, M. (2013). *The Cambridge handbook of second language acquisition* (1st ed.). Cambridge University Press.
- High Impact Teaching Strategies. (2022). *High Impact Teaching Strategies* [Ebook] (p. 18). Department of Education and Training Melbourne. Retrieved 19 February 2022, from <https://www.education.vic.gov.au/Documents/school/teachers/support/Expired/0000highimpactteachstrat-expired.pdf>.



Hoy, W., & Adams, C. (2015). *Quantitative research in education: A Primer*. (2nd ed.). Sage.

James, C. (2013). *Errors in Language Learning and Use. Exploring Error Analysis* (1st ed.).
Routledge.

Jonker, J., and Pennink, B. (2010). *The essence of research methodology*. Springer.

Kothari, C. (2005). *Research methodology Methods and Techniques* (2nd ed., pp. 56-58). New Age
International (P) limited, Publishers.

Languageresearch.cambridge.org. (2019).

[https://languageresearch.cambridge.org/images/CambridgePapersInELT_UseOfL1_2019
ONLINE.pdf](https://languageresearch.cambridge.org/images/CambridgePapersInELT_UseOfL1_2019_ONLINE.pdf).

Larsen-Freeman, D., and Anderson, M. (2016). *Techniques & Principles in Language Teaching*
(6th ed.). Oxford University Press.

Leavy, P. (2017). *Research design: quantitative, qualitative, mixed methods, arts-based, and
community-based participatory research approaches* (1st ed.). The Guilford Press.

Lehtinen, E. (2022). *Computer-Supported Collaborative Learning: An Approach To Powerful
Learning Environments* [Ebook]. University of Turku.

LICQUI. (2022). *English Language Project Based On Levels And International Standards.
Project*, Quito.

[https://docs.google.com/document/d/1FtGGSakvd5dNkoFeW8TQIrlzYrkKY1Up-
Qm_49Gxfms/edit?usp=sharing](https://docs.google.com/document/d/1FtGGSakvd5dNkoFeW8TQIrlzYrkKY1Up-Qm_49Gxfms/edit?usp=sharing)

López, C. (2021). *Interactive Strategies Of Connectivism Approach To Improve The Speaking Skill
Of English Language Of Tenth Grade Students At “Alfredo Albuja Galindo” High School*



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



(MSc.). Universidad Técnica del Norte.

Macmillan Dictionary (2021). <https://www.macmillandictionary.com/dictionary/british/strategy>

Minero, E. (2022). *8 Strategies to Improve Participation in Your Virtual Classroom*. Edutopia. Retrieved 5 August 2021, from <https://www.edutopia.org/article/8-strategies-improve-participation-your-virtual-classroom>.

Muñoz, G. (2020). “*Multi-sensory activities to scaffold oral fluency in English within the GRR framework in sophomore high school students during the academic year 2019 - 2020*” [Ebook] (1st ed., p. 3). Ibarra.

Nabors, K., Dunn, L., Atkinson, B., Hardy, D., Kuntz, A., & Sherrod, R. (2021). *Active Learning Strategies In Classroom Teaching* (Ph. D, undergraduate). University of Alabama.

Namaziandost, E., Homayouni, M., & Rahmani, P. (2021). *The impact of cooperative learning approach on the development of EFL learners’ speaking fluency*. <https://www.tandfonline.com/doi/full/10.1080/23311983.2020.1780811?scroll=top&needAccess=true>.

Nelson, W. (2015). *English Fluency For Advanced English Speaker*.

Palloff, R., & Pratt, K. (2005). *Collaborating online_Learning Together Community* (1st ed., pp. 57-99). Jossey-Bass A Wiley Imprint.

Pass, E. (2021). The hybrid teacher. *Using Technology to Teach In Person and Online* (1st ed., p. 258). Jossey-Bass A wiley Brand.

Paucar, E. (2016). *El inglés se pondrá a prueba en los colegios públicos*. *EL COMERCIO*. Retrieved 17 September 2021, from



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



<https://www.elcomercio.com/tendencias/sociedad/ingles-idiomas-colegiospublicos-idiomas-ministeriodeeducacion.html>.

Pivec, P., Dziabenko, O., & Schinnerl, I. (2021). *Aspects of Game- Based Learning*.

Qasim, A. (2022). *10 Collaborative Learning Strategies for Online Teachers* - Teachfloor Blog. Teachfloor.com. Retrieved 10 August 2021, from <https://www.teachfloor.com/blog/10-collaborative-learning-strategies-for-online-teachers>.

Ramírez, P. (2021). *A Phenomenological Study Of Efl Students' Lived Experiences About Self-Regulated Learning Strategies To Develop Speaking Skills In An Ecuadorian University* (Msc.). Universidad Técnica Del Norte.

Ramos, C. (2020). *Improve Oral Interaction through Collaborative Activities*. UNIVERSIDAD CASA GRANDE REPOSITORIO DIGITAL <http://dspace.casagrande.edu.ec:8080/handle/ucasagrande/2617>.

Redfern, A. (2015). *The essential guide to classroom practice* (1st ed.). Routledge.

Reitbauer, M., Campbell, N., Mercer, S., Fauster, J., & Vaupetitsch, R. (2013). *Feedback matters*. Current feedback practices in the EFL classroom. (1st ed.). Peter Lang.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

Roberts, T. (2004). *Online Collaborative Learning: Theory and Practice* (1st ed.). Information Science Publishing.

Ruíz Aguirre, E., Martínez de la Cruz, N., & Galindo González, R. (2015). *El aprendizaje colaborativo en ambientes virtuales* (1st ed.). Editorial Centro de estudios e



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



investigaciones.

Secretaría Nacional de Desarrollo. (2022). *Eje 1 – Plan Nacional de Desarrollo 2021-2025*.
Encontremonos.planificacion.gob.ec. Retrieved 23 July 2022, from
<https://encontremonos.planificacion.gob.ec/enterate/eje-1/>.

Sevilla, C. (2021). *e-Learning. Definición y Características*. Cfp.us.es. <https://cfp.us.es/e-learning-definicion-y-caracteristicas>.

Swe Khine, M., & Saleh, I. (2010). *New Science of Learning: Cognition, Computers and Collaboration in Education* (1st ed.). Springer.

Tajino, A., Stewart, T., & Dalsky, D. (2016). *Team teaching and team learning in the language classroom*. (1st ed.). Routledge.

The Council of Europe. (2020). *Common European Framework of Reference for Languages: Learnig, Teaching, Assesment*. (1st ed.). Cambridge Univ. Press.

Thirteen.org. (2022). *Cooperative and Collaborative Learning: Explanation*. Thirteen.org. Retrieved 10 February 2022, from
<https://www.thirteen.org/edonline/concept2class/coopcollab/index.html>.

Tileston, D. (2011). *10 best teaching practices* (3rd ed.). Corwin Sage.

Valamis, V. (2021). *What Is Collaborative Learning? Examples of Activities*. Valamis.
<https://www.valamis.com/hub/collaborative-learning>.

Voltz, D., Sims, M., & Nelson, B. (2011). *Strategies for Success in Diverse and Inclusive Classrooms* (1st ed.). ASCD publications.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



West, J., & West, M. (2009). *Using Wikis for Online Collaboration THE POWER OF THE READ - WRITE WEB* (1st ed., pp. 72-76). Jossey-Bass A Wiley Imprint.

Zezenia, A. (2022). *Best Practice Classroom Activities for Improving Students' Cooperative Skills*. SCSD Behavior Matters. Retrieved 6 September 2021, from

LIST OF APPENDIXES

Appendix 1 Rubric 1 for specific objective 1, Research Question 2

RUBRIC 1 FOR RESEARCH QUESTION 2
Specific Objective 1: To diagnose the level of fluency in the speaking skills in on-line modality with these senior students.
Research Question 2: Do senior students use L2 fluently when interacting in virtual modality?

LEVEL	OVERALL ORAL INTERACTION	GROUP	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
B2+	Can the senior students use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas?	CLASS 3-AI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		CLASS 3-BUI	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0
B2	Can the senior students interact with a high degree of oral fluency and spontaneity that makes regular interaction and sustained relationships with users of the target language, quite possible without imposing strain on either party?	CLASS 3-AI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		CLASS 3-BUI	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	1
B1	Can the senior students interact with an acceptable degree of oral fluency and spontaneity that makes regular interaction and sustained relationships with users of the target language, quite possible without imposing strain on either party?	CLASS 3-AI	1	0	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1
		CLASS 3-BUI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
A2	Can the senior students interact with reasonable ease-oral fluency in structured situations and short conversations, provided the other person helps if necessary?	CLASS 3-AI	1	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		CLASS 3-BUI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
A1	Can the senior students interact in a simple way but oral fluency is totally dependent on repetition at a slower rate, rephrasing and repair?	CLASS 3-AI	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		CLASS 3-BUI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

ORAL INTERACTION LEVELS ACHIEVED BY THE TWO GROUPS IN EACH VIRTUAL CLASS

	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
CLASS 3-AI	3	2	1	1	2	2	0	3	3	2	2	2	3	3	2	3	3	2	3	3	3
CLASS 3-BUI	4	4	5	4	3	4	4	5	3	4	4	4	3	5	4	4	4	3	4	4	4

SUMMARY OF THE ORAL INTERACTION LEVELS ATTAINED BY THE TWO GROUPS

	A1	A2	B1	B2	B2+
CLASS 3-AI	2	8	9	0	0
CLASS 3-BUI	0	0	4	13	3

Appendix 2 Rubric 2 for Specific Objective 2, Research Question 3

RUBRIC 2 FOR RESEARCH QUESTION 3
Specific Objective 2: To determine the appropriate evaluation instruments for the gather of information and the analysis of the levels of fluency in speaking skills in on-line modality.
Research Question 3: Do senior students use L2 fluently when producing orally in virtual modality?

LEVEL	OVERALL ORAL PRODUCTION	GROUP	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
B2+	Can the senior students give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail?	CLASS 3-AI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
B2	Can the senior students give clear, detailed descriptions and presentations on a wide range of subjects related to their field of interest, expanding and supporting ideas with subsidiary points and relevant examples?	CLASS 3-BUI	0	0	1	0	1	0	1	0	0	0	1	0	0	1	1	0	1	0	0	0	0
B1	Can the senior students reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points?	CLASS 3-AI	0	0	1	1	1	1	0	0	1	1	0	1	0	0	0	1	0	0	0	0	0
A2	Can give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.	CLASS 3-BUI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
A1	Can produce simple, mainly isolated phrases about people and places.	CLASS 3-AI	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
		CLASS 3-BUI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

ORAL PRODUCTION LEVELS ACHIEVED BY THE TWO GROUPS IN EACH VIRTUAL CLASS

CLASS	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
CLASS 3-AI	2	1	3	3	3	2	0	2	3	3	2	3	2	2	2	3	2	2	2	2	2
CLASS 3-BUI	4	4	5	4	4	5	5	4	3	3	3	4	4	4	5	5	4	4	4	4	4

SUMMARY OF THE ORAL PRODUCTION LEVELS ATTAINED BY THE TWO GROUPS

	A1	A2	B1	B2	B2+
CLASS 3-AI	1	11	7	0	0
CLASS 3-BUI	0	0	2	11	7

Appendix 3 Rubric 3 for *specific objective 3*, Research Question 4

RUBRIC 3 FOR RESEARCH QUESTION 4

Specific objective 3: To compile a virtual academic guide for collaborative digital strategies for the enhancement of speaking skills for senior students.
Research Question 4: Does the class work in a collaborative environment to develop the speaking skills during the virtual class?

CLASS 3-AI	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CLASS 3-BUI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CLASS 3-AI	DATE-1	DATE-2	DATE-3	DATE-4	DATE-5	DATE-6	DATE-7	DATE-8	DATE-9	DATE-10	DATE-11	DATE-12	DATE-13	DATE-14	DATE-15	DATE-16	DATE-17	DATE-18	DATE-19	DATE-20	
	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

CLASS 3-BUI	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
-------------	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Appendix 4 Student's Data Tabulation & Scales

STUDENT'S SURVEY DATA TABULATION & SCALES

	Q-7	Q-8	Q-9	Q-10	Q-11						
1	8/17/2004	3rd. Baccalaureate Intermediate male student	more than 12 years	Maybe	Do you think that you speak English fluently? (choose one only)	Using Spanish to ensure understanding	Do you need extra time to process what you are being asked to do and/or formulate your responses? (choose only one answer)	What kind of activities do you prefer to work with in your virtual class? (no answer is correct)	Do you think it is necessary to get models of communicating from your teacher? (no answer is correct)	When you are interacting with your classmates, how do you feel about what you say?	The benefits of participating actively, and collaboratively bring positive results. (choose one answer)
2	1/18/2022	3rd. Baccalaureate Intermediate female student	1-3 years	No	Using Spanish to ensure understanding	Using Spanish to ensure understanding	Before an activity	comfortable when interacting	Before an activity	comfortable when interacting	Neutral
3	1/11/2022	3rd. Baccalaureate Upper Intermediate male student	more than 12 years	Yes	Using Spanish to ensure understanding	Using Spanish to ensure understanding	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral
4	1/18/2022	3rd. Baccalaureate Upper Intermediate male student	10-12 years	Maybe	Using English only	Using English only	After an activity	comfortable when interacting	After an activity	comfortable when interacting	Agree
5	5/7/2003	3rd. Baccalaureate Upper Intermediate male student	7-9 years	Maybe	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral
6	1/18/2022	3rd. Baccalaureate Intermediate female student	4-6 years	Maybe	Using both Spanish and English	Using both Spanish and English	After an activity	comfortable when interacting	After an activity	comfortable when interacting	Neutral
7	1/1/2004	3rd. Baccalaureate Intermediate male student	1-3 years	No	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral
8	1/18/2022	3rd. Baccalaureate Upper Intermediate male student	7-9 years	No	Using Spanish if realize that my classmates do not understand what I am trying to	Using Spanish if realize that my classmates do not understand what I am trying to	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral
9	1/18/2022	3rd. Baccalaureate Upper Intermediate female student	4-6 years	Maybe	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Agree
10	1/18/2022	3rd. Baccalaureate Intermediate female student	1-3 years	Maybe	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Agree
11	1/18/2022	3rd. Baccalaureate Intermediate male student	1-3 years	No	Using Spanish to ensure understanding	Using Spanish to ensure understanding	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral
12	1/18/2022	3rd. Baccalaureate Intermediate male student	10-12 years	Maybe	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Agree
13	1/18/2022	3rd. Baccalaureate Intermediate male student	7-9 years	Maybe	Using both Spanish and English	Using both Spanish and English	During an activity	comfortable when interacting	During an activity	comfortable when interacting	Neutral

14	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	10-12 years	Maybe	Using both Spanish and English	rarely	in activities which don't even force me to turn on my camera	3	Before an activity	2	comfortable when interacting	1	Agree	4
15	1/18/2022	3rd Baccalaureate Upper Intermediate	male student	10-12 years	Maybe	Using both Spanish and English	sometimes	in team activities	4	During an activity	3	uncomfortable when interacting	2	Neutral	3
16	1/18/2022	3rd Baccalaureate Intermediate	male student	10-12 years	Maybe	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	in activities which make me work alone	2	Before an activity	2	comfortable when interacting	1	Neutral	3
17	1/18/2022	3rd Baccalaureate Intermediate	female student	7-9 years	No	Using both Spanish and English	sometimes	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
18	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	7-9 years	Maybe	Using both Spanish and English	rarely	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	2	Strongly agree	5
19	1/18/2022	3rd Baccalaureate Intermediate	female student	more than 12 years	Maybe	Using both Spanish and English	rarely	in team activities	4	During an activity	3	comfortable when interacting	1	Agree	4
20	1/18/2022	3rd Baccalaureate Intermediate	male student	4-6 years	Maybe	Using both Spanish and English	sometimes	in activities which don't even force me to turn on my camera	3	After an activity	1	uncomfortable when interacting	2	Strongly agree	5
21	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	more than 12 years	Maybe	Using both Spanish and English	sometimes	in activities which don't even force me to turn on my camera	3	During an activity	3	uncomfortable when interacting	2	Neutral	3
22	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	more than 12 years	Yes	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	in team activities	4	During an activity	3	comfortable when interacting	1	Agree	4
23	1/18/2022	3rd Baccalaureate Intermediate	female student	10-12 years	Maybe	Using both Spanish and English	sometimes	in team activities	4	During an activity	3	uncomfortable when interacting	2	Strongly agree	5
24	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	10-12 years	Maybe	Using both Spanish and English	sometimes	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Strongly agree	5
25	1/18/2022	3rd Baccalaureate Upper Intermediate	male student	10-12 years	Maybe	Using both Spanish and English	sometimes	in activities which don't even force me to turn on my camera	3	Before an activity	2	comfortable when interacting	1	Agree	4
26	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	4-6 years	No	Using both Spanish and English	often	in team activities	4	During an activity	3	uncomfortable when interacting	2	Agree	4
27	1/18/2022	3rd Baccalaureate Upper Intermediate	female student	more than 12 years	Yes	Using both Spanish and English	rarely	in activities which make me work alone	2	During an activity	3	comfortable when interacting	1	Neutral	3

28	1/18/2022	3rd. Baccalaureate Intermediate	male student	more than 12 years	Maybe	Using both Spanish and English	rarely	2	in activities which make me work alone	2	Before an activity	2	uncomfortable when interacting	2	Neutral	3
29	1/18/2022	3rd. Baccalaureate Upper Intermediate	male student	4-6 years	Yes	Using Spanish if I realize that my classmates do not understand what I am trying to	rarely	2	in activities which make me work alone	2	Before an activity	2	comfortable when interacting	1	Strongly agree	5
30	1/18/2022	3rd. Baccalaureate Intermediate	female student	more than 12 years	No	Using Spanish to ensure understanding	rarely	2	in team activities	4	During an activity	3	comfortable when interacting	1	Strongly agree	5
31	1/18/2022	3rd. Baccalaureate Intermediate	female student	10-12 years	Maybe	Using both Spanish and English	rarely	2	in activities which make me work alone	2	Before an activity	2	comfortable when interacting	1	Agree	4
32	1/18/2022	3rd. Baccalaureate Upper Intermediate	male student	more than 12 years	Maybe	Using both Spanish and English	rarely	2	in activities which don't even force me to turn on my camera	3	During an activity	3	uncomfortable when interacting	2	Agree	4
33	1/18/2022	3rd. Baccalaureate Upper Intermediate	male student	10-12 years	Maybe	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	3	in activities which don't even force me to turn on my camera	3	After an activity	1	comfortable when interacting	1	Agree	4
34	1/18/2022	3rd. Baccalaureate Upper Intermediate	male student	more than 12 years	Maybe	Using Spanish to ensure understanding	rarely	2	in team activities	4	During an activity	3	comfortable when interacting	1	Strongly agree	5
35	1/18/2022	3rd. Baccalaureate Intermediate	male student	more than 12 years	Maybe	Using both Spanish and English	sometimes	3	in activities which make me work alone	2	During an activity	3	comfortable when interacting	1	Agree	4
36	1/18/2022	3rd. Baccalaureate Upper Intermediate	female student	7-9 years	Maybe	Using English only	rarely	2	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
37	1/18/2022	3rd. Baccalaureate Upper Intermediate	female student	7-9 years	Yes	Using English only	sometimes	3	in activities that do not involve any responsibility	1	During an activity	3	comfortable when interacting	1	Neutral	3
38	1/18/2022	3rd. Baccalaureate Intermediate	female student	more than 12 years	Maybe	Using both Spanish and English	sometimes	3	in team activities	4	During an activity	3	uncomfortable when interacting	2	Neutral	3
39	1/18/2022	3rd. Baccalaureate Upper Intermediate	male student	7-9 years	Maybe	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	3	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
40	2/9/2022	3rd. Baccalaureate Intermediate	male student	4-6 years	Maybe	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	3	in activities which don't even force me to turn on my camera	3	During an activity	3	uncomfortable when interacting	2	Neutral	3
41	2/9/2022	3rd. Baccalaureate Upper Intermediate	male student	more than 12 years	Maybe	Using both Spanish and English	sometimes	3	in activities that do not involve any responsibility	1	During an activity	3	comfortable when interacting	1	Agree	4
42	2/10/2022	3rd. Baccalaureate Upper Intermediate	male student	7-9 years	Maybe	Using both Spanish and English	sometimes	3	in activities which don't even force me to turn on my camera	3	During an activity	3	uncomfortable when interacting	2	Agree	4

43	2/10/2022	3rd. Baccalaureate Upper Intermediate	male student	7-9 years	Maybe	Using both Spanish and English	sometimes	3	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
44	2/10/2022	3rd. Baccalaureate Upper Intermediate	female student	7-9 years	Maybe	Using English only	rarely	2	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
45	2/10/2022	3rd. Baccalaureate Upper Intermediate	male student	4-6 years	Maybe	Using both Spanish and English	rarely	2	in team activities	4	During an activity	3	comfortable when interacting	1	Neutral	3
46	2/11/2022	3rd. Baccalaureate Intermediate	male student	10-12 years	No	Using Spanish to ensure understanding	often	4	in activities which make me work alone	2	Before an activity	2	uncomfortable when interacting	2	Neutral	3
47	2/11/2022	3rd. Baccalaureate Intermediate	male student	more than 12 years	Maybe	Using both Spanish and English	sometimes	3	in activities which make me work alone	2	During an activity	3	comfortable when interacting	1	Agree	4
48	2/11/2022	3rd. Baccalaureate Intermediate	female student	4-6 years	No	Using Spanish if I realize that my classmates do not understand what I am trying to	often	4	in activities which don't even force me to turn on my camera	3	Before an activity	2	comfortable when interacting	1	Agree	4
49	2/11/2022	3rd. Baccalaureate Intermediate	male student	10-12 years	Maybe	Using Spanish if I realize that my classmates do not understand what I am trying to	rarely	2	in activities which don't even force me to turn on my camera	3	During an activity	3	comfortable when interacting	1	Agree	4
50	2/11/2022	3rd. Baccalaureate Intermediate	female student	more than 12 years	Maybe	Using Spanish to ensure understanding	sometimes	3	in activities which don't even force me to turn on my camera	3	Before an activity	2	uncomfortable when interacting	2	Strongly agree	5
51	2/11/2022	3rd. Baccalaureate Intermediate	female student	4-6 years	No	Using Spanish if I realize that my classmates do not understand what I am trying to	sometimes	3	in team activities	4	During an activity	3	comfortable when interacting	1	Agree	4
52	2/11/2022	3rd. Baccalaureate Intermediate	male student	1-3 years	No	Using both Spanish and English	sometimes	3	in activities which make me work alone	2	Before an activity	2	comfortable when interacting	1	Neutral	3
53	2/12/2022	3rd. Baccalaureate Intermediate	female student	10-12 years	Maybe	Using Spanish to ensure understanding	rarely	2	in team activities	4	Before an activity	2	comfortable when interacting	1	Neutral	3
54	2/13/2022	3rd. Baccalaureate Upper Intermediate	male student	10-12 years	Maybe	Using both Spanish and English	sometimes	3	in activities which don't even force me to turn on my camera	3	During an activity	3	uncomfortable when interacting	2	Agree	4
55	2/14/2022	3rd. Baccalaureate Upper Intermediate	female student	10-12 years	Maybe	Using both Spanish and English	sometimes	3	in activities which don't even force me to turn on my camera	3	Before an activity	2	comfortable when interacting	1	Neutral	3
56	2/15/2022	3rd. Baccalaureate Upper Intermediate	female student	more than 12 years	Maybe	Using Spanish to ensure understanding	sometimes	3	in activities which make me work alone	2	After an activity	1	comfortable when interacting	1	Neutral	3

Appendix 5 Teacher's Data Tabulation & Scales

TEACHER'S SURVEY DATA TABULATION AND SCALES

ID	Email	What's today's date? Please use the calendar.	Select the course you work with, please.	Q-9 How do you prefer to interact with your students in class? (select one answer only)	Q-10 Are you aware that some of your students may need extra time to process information and/or formulate responses? (choose only one answer)	Q-11 How often do you assume that your students are familiar with what they are asked to do? (no answer is correct)	Q-12 When do you think it is necessary to give models of communicating? (no answer is correct)	Q-13 Engaging students by outlining the benefits of participating actively, and collaboratively is absolutely necessary.	Q-14 Are your students being monitored and helped when interacting in a pair or group activity in your virtual class?	Q-15 For pair or group activities in your virtual class, do you include activities where students have the chance to speak with fluency?	Q-16 How often do you provide opportunities to your students to prepare ahead of an oral activity (do not confuse with a reading one), for example by using an online platform such as Padlet which allow...
3	anonymous	1/17/2022	3rd. Baccalaureate Intermediate	Using Spanish if I realize that my students do not understand the instructions or the explanations given	Sometimes	always	Before an activity	strongly agree	Always	Often	sometimes
4	anonymous	1/18/2022	3rd. Baccalaureate Upper Intermediate	Using Spanish if I realize that my students do not understand the instructions or the explanations given	Sometimes	always	During an activity	Agree	Sometimes	Often	never
5				Using both English and Spanish	Always	often	Before an activity	Agree	Always	Always	Often
6				Using Spanish if I realize that my students do not understand the instructions or the explanations given	Always	sometimes	Before an activity	strongly agree	Sometimes	Always	sometimes
7				Using English only	Always	often	Before an activity	strongly agree	Always	Always	Always
8				Using both English and Spanish	Often	sometimes	Before an activity	Agree	Sometimes	Sometimes	sometimes
9				Using both English and Spanish	Often	sometimes	After an activity	strongly agree	Often	Often	rarely
10				Using English only	Sometimes	always	Before an activity	Agree	Rarely	Rarely	sometimes

Q-17	SCALE B	Q-18	Column 10	Q-19	Column 11	Q-20	SCALE B	Q-21	SCALE B	Q-22	Column 4	Q-23	Column 5
How often have you heard about/used any collaborative digital strategies?		If ever, can you name at least three collaborative digital strategies that you regularly use? (use commas to separate them, write NONE if not)		Which strategy that you mentioned in Question-18 is the most helpful for your students at the moment of producing the spoken language fluently? Why? (please be specific as much as possible)		How comfortable is your collaborative environment that you provide in your virtual class? (select one only)		Would you like to know more about collaborative strategies in the virtual classroom?		If yes, what advantages would collaborative strategies bring to your class? Mention two of them.		If not, what challenges do you think that collaborative strategies would bring to you?	
rarely	1					Very uncomfortable	5	Yes	1	It will engage the hearts and minds of learners, facilitate active learning, and promote social interaction among them...		They would take extra time to learn how to use and apply them.	
rarely	1					Very uncomfortable	5	Yes	1	Improve my teaching		I think collaborative strategies will update my knowledge	
often	4					Very comfortable	1	Yes	1	faster learning process		No	
rarely	2					Very comfortable	1	Yes	1				
often	4					Very comfortable	1	Yes	1				
sometimes	3					Somewhat comfortable	2	Maybe	3				
rarely	4					Somewhat comfortable	2	Yes	1				
sometimes	3					Very comfortable	1	Yes	1				



Appendix 6 Rubrics and Surveys Validation

DATA INSTRUMENTS VALIDATION

Theme: COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-022

General objective: To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022

Author: Luis Enrique Proaño Benavides

Judge: Dr. Adriana Cundar, PhD.

Academic tutor: Dr. Adriana Cundar, PhD.

Data instrument collection:

Class Observation Rubrics & Surveys



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Use a check mark

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				4
Importance	What is the instrument level of importance concerning the investigation?				4
Organization	Is there a logical organization with the questions display?				4
Writing organization	Are the questions clear and concise?				4

Validated by: Dra. Adriana Cundar, PhD.

ADRIANA XIMENA CUNDAR RUANO
 Firmado digitalmente por
 ADRIANA XIMENA CUNDAR RUANO
 Fecha: 2022.01.16 19:29:28 -05'00'

ID 1709268534

Signature



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO**



DATA INSTRUMENTS VALIDATION

Theme: COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-022

General objective: To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022

Author: Luis Enrique Proaño Benavides

Judge: Dr. Narcisa Fuertes, PhD.

Academic tutor: Dr. Adriana Cundar, PhD.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Data instrument collection: Class Observation Rubrics

Use a check mark

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				4
Importance	What is the instrument level of importance concerning the investigation?				4
Organization	Is there a logical organization with the questions display?				4
Writing organization	Are the questions clear and concise?				4

Validated by: Dr. Narcisa Fuertes, PhD.

Signature

ID: 1002091161



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO
DATA INSTRUMENTS VALIDATION



Theme: COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-022

General objective: To propose a group of collaborative digital strategies for the boost of the speaking skills in on-line learning modality with senior students at Liceo Naval Quito in Conocoto-Ecuador during 2021-2022

Author: Luis Enrique Proaño Benavides

Judge: MSc. Martha Lucía Lara Freire.

Academic tutor: Dr. Adriana Cundar, PhD.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Data instrument collection: Class Observation Rubrics

Use a check mark

Scale:

Nothing	Low	Middle	Hight
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				4
Importance	What is the instrument level of importance concerning the investigation?				4
Organization	Is there a logical organization with the questions display?				4
Writing organization	Are the questions clear and concise?				4

Validated by: MSc. Martha Lara.



Firmado electrónicamente por:
MARTHA
LUCIA LARA

ID: 0603143405

Signature



Appendix 7 Survey to Teachers

THEME: COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-022

Objective: To get some information about the use of collaborative digital strategies to enhance fluency in the spoken language in virtual classes.

<https://forms.office.com/Pages/ResponsePage.aspx?id=aRS-jZzHIU6dQ8pl2enEdXDmd7fwYrBDuBeMO9s1zhJUNkIzVVNRREpNVUIMNzR-PWVRTM1JLOVVOVSQIQCN0PWcu>

NOTE: The survey was made with MS FORMS (an application of the Office 365). The link will be shared with the participants at the moment of the survey. In Question 17, only when an affirmative answer is taken, the participant will continue answering the rest of the questions. Otherwise, the participant will continue with Question 22 automatically.

UNIVERSIDAD TECNICA DEL NORTE SURVEY TO TEACHERS

Please, feel free to fill up this form. Thank you!

1. What's today's date? Please use the calendar.

Formato: d/M/AAAA

2. Select the course you work with, please.

3rd. Baccalaureate Intermediate

3rd. Baccalaureate Upper Intermediate

2nd. Baccalaureate

1st. Baccalaureate

10th. Grade

9th. Grade

8th. Grade

7th. Grade

6th. Grade



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



5th. Grade
4th. Grade
3rd. Grade
2nd. Grade
1st. Grade
Pre-Basic section

3.How many students are there in your class? (Use numbers only e.g., 32)

4.How many of them are male students? (Use numbers only e.g., 17)

5.How many of them are female students? (Use numbers only e.g., 17)

6.How long have you been teaching English? (Choose one answer only)

1-5 years
6-10 years
11-15 years
16-20 years
more than 20 years

7.What is your highest professional degree? (Choose one)

Pre-basic level student's teacher
Primary teacher
Media Section Teacher
Bachellor degree
Master's degree
PhD
Other

8. What's your level of proficiency in English according to the CEFR? (Choose one only)

A2
B1
B2
C1
C2

9.How do you prefer to interact with your students in class?

Using English only
Using Spanish to ensure
Using both English and Spanish
Using Spanish if I realize that my students do not understand the instructions or the explanations given.

10.Are you aware that some of your students may need extra time to process information and/or formulate responses? (Choose only one answer)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Never
Rarely
Sometimes
Often
Always

11. How often do you assume that your students are familiar with what they are asked to do?
(No answer is correct)

Never
Rarely
Sometimes
Often
Always

12. When do you think it is necessary to give models of communicating? (No answer is correct)

After an activity
Before an activity
During an activity

13. Read the statement below and select one option. (Choose one answer)

Engaging students by outlining the benefits of participating actively, and collaboratively is absolutely necessary.

Strongly disagree
Disagree
Neutral
Agree
Strongly agree

14. Are your students being monitored and helped when interacting in a pair or group activity in your virtual class?

Never
Rarely
Sometimes
Often
Always

15. For pair or group activities in your virtual class, do you include activities where students have the chance to speak with fluency?

Never
Rarely
Sometimes
Often
Always



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



16. How often do you provide opportunities to prepare ahead of an oral activity (do not confuse with a reading one), for example by using an online platform such as Padlet which allows students to share ideas?

- Never
- Rarely
- Sometimes
- Often
- Always

17. How often have you heard about/used any collaborative digital strategies?

- Never
- Rarely
- Sometimes
- Often
- Always

18. If ever, can you name at least three collaborative digital strategies that you regularly use? (Use commas to separate them all)

19. Which strategy that you mentioned in Question-18 is the most helpful for your students at the moment of producing the spoken language fluently? Why? (Please be specific as much as possible)

Enter your answer

20. How comfortable is your collaborative environment that you provide in your virtual class? (Select one only)

- Very comfortable
- Somewhat comfortable
- Neither comfortable nor uncomfortable
- Somewhat uncomfortable
- Very uncomfortable

21. Would you like to know more about collaborative strategies in the virtual classroom? (Select one option)

- Yes
- No
- Maybe

22. If yes, what advantages would collaborative strategies bring to your class? (Mention two of them.)

23. If not, what challenges do you think that collaborative strategies would bring to you?



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Appendix 8 Survey to Students

THEME: COLLABORATIVE DIGITAL STRATEGIES TO BOOST THE SPEAKING SKILLS IN ON-LINE LEARNING MODALITY WITH SENIOR STUDENTS AT LICEO NAVAL QUITO IN CONOCOTO-ECUADOR DURING 2021-022

Objective: To get some information about the way that you work, and how is your spoken language in virtual classes.

<https://forms.office.com/Pages/ResponsePage.aspx?id=aRS-jZzHIU6dQ8pl2enEdXDmd7fwYrBDuBeMO9s1zhJUNzlZSTNYWVNPOVdPQVZRRUpLUFhOQU9aTSQIQCN0PWcu>

NOTE: The survey was made with MS FORMS (an application of the Office 365). The link will be shared with the participants at the moment of the survey.

**UNIVERSIDAD TECNICA DEL
NORTE
SURVEY TO SENIOR
STUDENTS**

Dear student, the objective of this survey is to collect data about activities done in your virtual classes. All the questions are compulsory, and all you need is to read the questions and their instructions, and suggestions as well before you answer. Kindly appreciated your participation.

Format: M/d/yyyy

1. What's today's date? Please use the calendar.

2. Select the course you belong to, please.

3rd. Baccalaureate Intermediate

3rd. Baccalaureate Upper Intermediate

3. Are you a boy or a girl? (Select one option only)

male student

female student

4. How long have you been learning English? (Choose one answer only)

1-3 years

4-6 years



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



7-9 years
10-12 years
more than 12 years

5. Do you think that you speak English fluently? (Choose one only)

Yes
No
Maybe

6. How do you prefer to interact with your classmates in class? (Select one answer only)

Using English only
Using Spanish to ensure understanding
Using both Spanish and English
Using Spanish if I realize that my classmates do not understand what I am trying to say.

7. Do you need extra time to process what you are being asked to do and/or formulate your responses? (Choose only one answer)

never
rarely
sometimes
often
Always

8. What kind of activities do you prefer to work with in your virtual class? (No answer is correct)

in activities that do not involve any responsibility
in activities which make me work alone
in activities which don't even force me to turn on my camera
in team activities

9. Do you think it is necessary to get models of communicating from your teacher? (No answer is correct)

After an activity
Before an activity
During an activity

10. When you are interacting with your classmates, how fluently do you think you are speaking the English language?

Comfortable when interacting
Uncomfortable when interacting

11. The benefits of participating actively, and collaboratively bring positive results. (Choose one answer)

Strongly disagree
Disagree



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Neutral
Agree
Strongly agree

12. Does your teacher monitor and help you when you are working in a pair or group activity in your virtual class?

never
rarely
sometimes
often
always

13. For pair or group activities in your virtual class, does your teacher help you improve your fluency in your spoken language?

never
rarely
sometimes
often
always

14. How often do you read / speak English quite well? (Select one answer only)

never
rarely
sometimes
often
always

15. How often do you have to prepare ahead of an oral activity (do not confuse with a reading one), for example by using an online platform such as Padlet (warm-up) which allows your students to share ideas before a spoken activity?

never
rarely
sometimes
often
always

16. Have you ever participated in any collaborative activities in your virtual classes?

never
rarely
sometimes
often
always

17. If ever, can you please select how your experience in one of them was? (It is not



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



compulsory.)
strongly enjoyable
almost enjoyable
enjoyable
almost unenjoyable
strongly unenjoyable

18. How comfortable is your virtual environment provided in your virtual class? (Select one only)

Very comfortable
Somewhat comfortable
Neither comfortable nor uncomfortable
Somewhat uncomfortable
Very uncomfortable

19. Would you like to participate in collaborative digital activities? (Select one of them)

never
rarely
sometimes
often
always



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE POSTGRADO



Appendix 9 Virtual Class with Class 3-AI

The screenshot displays a Zoom virtual meeting interface. At the top, a chat window is open with the following messages:

- Me to Everyone: Good morning everyone
- Maria E. Jácom... to Me (Direct Message): Estamos hablando del proyecto

The main area shows a grid of 27 participants. The participants listed are:

- Alexis Lucio
- Kevin Mollo
- Carla Martínez
- Matco Salcedo
- Mateo Salcedo
- Jose Villacis
- Edison Tigero
- Marcelo Sebastian Lara Or...
- Rubi Brazales
- Camilo Cordova
- Naomi Vega
- Domenica Apolo
- Robert Nasimba Tuston
- Jusheid Castilla...
- Jusheid Castellano
- Majely Masabanda
- Milena Portilla
- Luis proaño
- Dario Martinez
- Francis Marcos
- Anai Caiza
- Ariana García
- Ariana García
- Jonathan Castillo
- Yane Alvarado
- María Emilia Bar...
- María Emilia Barrera
- Luisa Campoverde
- Luisa Campoverde
- Emily Guevara
- Paulina Ortega

At the bottom, a taskbar shows the system clock at 11:45 on 05/07/2022, along with icons for Desktop, ESP, and various applications. The Zoom interface includes controls for Unmute, Stop Video, Participants (27), Chat, Share Screen, Record, Reactions, and Apps. A 'Leave' button is visible in the top right corner of the meeting window.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE POSTGRADO



Appendix 20 Virtual Class with Class 3-BUI

The screenshot displays a Zoom meeting grid with the following participants and avatars:

- Row 1:** Patricia Contreras (video), Allen Gabriel (black), Ismael Ojalima (black), Wendy Elizalde (pink cartoon), Anthony Toaquiza (video), Anthony Toaquiza (black), Francisco Gonzalez (black), Estefanía Ortega (red 'E'), Sebastián Dávila (black), Sebastián Dávila (black).
- Row 2:** Andrea Sánchez Vélez (video), Nathalie Bernal (black), Nico Revelo (cartoon), Shantál Morales (black), Ma. Alejandra Al... (black), Ma. Alejandra Al... (black).
- Row 3:** Paula Vallejo (video), Jaime Valencia (black), Vinicio Ortega (black), Vinicio Ortega (black), Juan Ponce (black), Juan Ponce (black).
- Row 4:** Luis Proaño (video), Jean Topón (black), Pol Cabadiana (black), Anahí Lopez (black), alejo bena (black), alejo bena (black).
- Row 5:** Jose Villamil (video), Domy Erazo B. (black), Marcelo Silva (black), Jose Villamil (black), Ma. Alejandra Al... (black), Ma. Alejandra Al... (black).

The interface includes a Zoom Meeting title bar, a search bar at the bottom, and a Windows taskbar on the right side showing the date 30/11/2021 and time 08:26.