



**DEVELOPMENT OF ORAL COMMUNICATION THROUGH COLLABORATIVE
ACTIVITIES IN HIGH SCHOOL STUDENTS.**

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Abstract

The research, titled "Development of Oral Communication Through Collaborative Activities in High School Students," adopted a mixed-methods approach (quantitative and qualitative). Its objective was to analyze the impact of collaborative activities on oral communication skills through the implementation of role-playing games, debates, and group presentations in high school classrooms, with the aim of improving students' fluency, accuracy, and communicative confidence. Methodologically, the research follows a descriptive and correlational design, as it seeks to analyze the relationship between the implementation of collaborative strategies such as role-playing games, debates, and group presentations and the development of oral competence. Data collection techniques included pre- and post-intervention oral assessments using a standardized rubric, student surveys to measure motivation and self-confidence, and semi-structured interviews with teachers to explore teaching practices and perceptions. The population consisted of teachers and students from a private educational institution located in La Concordia. The sample comprised 47 high school students and 5 English teachers. The results indicate a notable improvement across all evaluated dimensions of oral communication. The most significant increase was observed in confidence (+1.6), followed by fluency and vocabulary range (+1.2 each). In conclusion, the research demonstrates that the integration of well-designed collaborative activities constitutes an effective pedagogical strategy for improving oral communication skills in students of English as a foreign language.

Keywords: Collaborative learning, EFL learners, oral proficiency, speaking performance, classroom interaction

1. Introduction

In many English as a Foreign Language (EFL) classrooms, students are able to understand written texts and complete grammar-based exercises; however, they often encounter difficulties when required to express their ideas orally. This situation is particularly evident in contexts where exposure to the target language is limited to classroom instruction. As a result, learners tend to demonstrate hesitation, lack of fluency, and reduced confidence when engaging in speaking tasks, despite having an adequate level of linguistic knowledge.

This gap between knowledge and performance has led educators to reconsider the role of classroom interaction in language learning. Rather than focusing exclusively on individual work or controlled practice, recent pedagogical approaches emphasize the importance of creating opportunities for students to use the language in meaningful and socially situated contexts. In this regard, collaborative activities have been increasingly incorporated into language teaching as a way to promote active participation and communicative use of English.

Moreover, the use of collaborative activities addresses not only the linguistic dimension of language learning but also its affective aspects. Factors such as anxiety, lack of confidence, and fear of making mistakes often hinder students' participation in speaking tasks. By working in groups, students tend to feel more supported and less exposed, which can lead to increased willingness to communicate. Consequently, collaborative environments may contribute to reducing these barriers and fostering a more positive attitude toward language learning.

Within this framework, the present study aims to analyze the impact of collaborative activities on the development of oral communication skills in upper secondary students. Specifically, it seeks to examine how the implementation of interactive strategies influences key aspects of speaking, including fluency, grammatical accuracy, vocabulary use, coherence, and confidence. Additionally, the study explores students' perceptions of collaborative learning and teachers' perspectives on its effectiveness in the classroom.

To achieve this objective, the research adopts a mixed-method approach, combining quantitative and qualitative data to provide a comprehensive understanding of the phenomenon. By integrating multiple sources of evidence, the study aims to contribute to the ongoing discussion on effective practices for enhancing oral communication in EFL contexts. Ultimately, it is expected that the findings will offer practical insights for educators seeking to create more interactive and communicative learning environments.

2. Literary review

Collaborative Activities

Collaborative activities have gained increasing attention in English as a Foreign Language (EFL) contexts due to their potential to enhance students' interaction, engagement, and language development. Collaborative learning is commonly defined as an instructional approach in which learners work together to achieve shared goals, solve problems, and construct knowledge through interaction (Agustina, 2022). This approach is grounded in sociocultural theory, which emphasizes that learning occurs through social interaction and the co-construction of meaning among individuals (Sarmiento-Campos et al., 2022). Within EFL classrooms, collaborative activities create opportunities for students to actively use the target language in meaningful contexts, thereby fostering both linguistic and social competencies.

One of the key advantages of collaborative activities is their ability to promote active participation and reduce the passive learning often associated with traditional teacher-centered approaches. Agustina (2022) found that students involved in collaborative learning environments demonstrated increased motivation, engagement, and confidence when participating in oral tasks. The study highlighted that when teachers act as facilitators rather than knowledge transmitters, students become more responsible for their own learning and are encouraged to interact more freely. Similarly, Alzubi et al. (2024) reported that collaborative learning interventions significantly improved students' teamwork, peer interaction, and overall language learning experience. These findings suggest that structured group work fosters a more dynamic and participatory classroom environment.

Furthermore, collaborative activities contribute to the development of higher-order thinking skills and deeper understanding of content. Through discussion, negotiation of meaning, and peer feedback, learners are able to analyze information, solve problems, and construct knowledge collectively (Salih & Abdelameer, 2022). This process not only enhances cognitive development but also strengthens students' ability to communicate effectively. In addition, Fernández Sesma et al. (2025) emphasized that collaborative learning supports cognitive, psychological, and social dimensions of learning by encouraging idea exchange, critical thinking, and mutual support among peers. These elements are essential for fostering meaningful learning experiences in EFL contexts.

Another important aspect of collaborative activities is their role in reducing anxiety and creating a supportive learning environment. Speaking anxiety is a common barrier in language learning, often caused by fear of making mistakes, lack of confidence, and limited opportunities for practice (Suparlan, 2021). Collaborative learning helps mitigate these issues by providing a less threatening environment where students can practice speaking with peers rather than performing individually أمام the whole class. Songpitak (2021) found that online collaborative learning environments significantly improved students' confidence and participation, as learners felt more

comfortable expressing their ideas in group settings. This supportive atmosphere encourages risk-taking and promotes language use, which is crucial for language acquisition.

In addition, the integration of technology into collaborative activities has expanded opportunities for interaction and learning. Carvalho and Santos (2021) demonstrated that technology-enhanced collaborative learning programs improve students' metacognitive awareness and communication skills by facilitating interaction through digital tools such as social media and collaborative platforms. These tools allow learners to engage in asynchronous and synchronous communication, increasing flexibility and access to learning opportunities. Moreover, digital collaboration promotes autonomy and self-regulated learning, which are essential skills in modern educational contexts.

Despite their benefits, collaborative activities also present certain challenges that need to be addressed for effective implementation. One of the main difficulties is managing group dynamics, as some students may dominate discussions بينما others remain passive (Haidir et al., 2025). Assigning specific roles and providing clear instructions have been identified as effective strategies to ensure balanced participation and accountability. Additionally, teachers often face challenges in assessing individual contributions within group work, which can lead to concerns about fairness and reliability (Novita et al., 2020). These limitations highlight the importance of careful planning, monitoring, and evaluation when implementing collaborative learning strategies.

Moreover, the effectiveness of collaborative activities depends on several factors, including task design, group composition, and the use of appropriate instructional strategies. Janssen and Kirschner (2020) emphasized that complex and interdependent tasks promote deeper interaction and more effective collaboration. Similarly, Haryanti et al. (2021) found that structured collaborative techniques, such as the Three-Step Interview, significantly enhance students' communication skills and responsibility within group work. These findings suggest that well-designed collaborative tasks are essential for maximizing the benefits of group learning.

Development of Oral Communication

The development of oral communication is a fundamental objective in English as a Foreign Language (EFL) learning, as it enables learners to express ideas, interact socially, and participate effectively in real-life situations. Speaking is considered a complex skill that involves not only linguistic knowledge but also cognitive, emotional, and social competencies (Suban, 2021). In EFL contexts, where exposure to the target language is often limited, fostering oral communication requires the implementation of interactive and meaningful instructional strategies that promote active language use.

One of the main challenges in developing oral communication skills is the limited opportunity students have to practice speaking in authentic contexts. Unlike learners in English as a Second Language (ESL) environments, EFL students typically rely on classroom interactions as their primary source of language exposure (Suban, 2021). Therefore, it is essential to create learning environments that maximize speaking opportunities through communicative activities

such as discussions, role-plays, and group work. These activities allow learners to engage in meaningful interaction, which is crucial for developing fluency and communicative competence.

Research has shown that structured instructional strategies significantly enhance students' oral communication skills. For instance, Haryanti et al. (2021) demonstrated that the Three-Step Interview technique, a cooperative learning strategy, effectively improves students' speaking proficiency, confidence, and motivation. This technique encourages learners to actively participate in conversations, ask questions, and respond to their peers, thereby promoting both interaction and language production. Similarly, Namaziandost et al. (2020) found that cooperative learning strategies, such as Think-Pair-Share, significantly improve speaking fluency by increasing students' opportunities to practice and engage in meaningful communication.

In addition to instructional strategies, scaffolding plays a crucial role in supporting the development of oral communication. According to Sarmiento-Campos et al. (2022), scaffolding provides learners with guided support that helps them gradually improve their speaking abilities. Through teacher guidance, feedback, and peer assistance, students are able to perform tasks that they would not be able to accomplish independently. This approach is rooted in Vygotsky's sociocultural theory, particularly the concept of the Zone of Proximal Development, which emphasizes the importance of interaction in learning. As a result, scaffolding not only enhances speaking performance but also reduces anxiety and increases learners' confidence.

Another important factor influencing oral communication development is the role of affective variables, such as anxiety, motivation, and self-confidence. Speaking anxiety is one of the most significant barriers to effective communication in EFL classrooms. Suparlan (2021) identified several factors contributing to speaking anxiety, including fear of making mistakes, lack of vocabulary, low self-confidence, and fear of negative evaluation. These factors can limit students' willingness to participate in speaking activities and hinder their language development. However, creating a supportive and collaborative learning environment can help reduce anxiety and encourage students to communicate more freely.

Moreover, recent studies highlight the importance of cognitive and emotional factors in the development of oral communication. Wang et al. (2024) found that critical thinking, emotional intelligence, and academic enthusiasm are positively associated with speaking accuracy and fluency. Learners who are able to analyze information, manage their emotions, and remain engaged in the learning process tend to perform better in oral communication tasks. These findings suggest that effective language instruction should not only focus on linguistic competence but also consider the development of cognitive and emotional skills.

The integration of assessment and feedback mechanisms also contributes significantly to the improvement of oral communication skills. Safdari and Fathi (2020) demonstrated that dynamic assessment, which combines evaluation with instructional support, enhances students' speaking accuracy by providing immediate feedback and guided assistance. This approach allows teachers to identify learners' strengths and weaknesses and adapt instruction accordingly. Although dynamic assessment has shown limited impact on fluency, it remains an effective tool for improving linguistic accuracy and promoting learner engagement.

Additionally, the use of collaborative and interactive activities has been shown to enhance oral communication by providing learners with opportunities for real-time practice and feedback. Hida (2022) found that collaborative learning activities, such as peer feedback and group discussions, help students improve their oral presentation skills and reduce anxiety. Through interaction with peers, learners can share ideas, observe different communication strategies, and refine their speaking performance. This process not only improves language skills but also fosters confidence and social interaction.

Furthermore, online and technology-enhanced learning environments have expanded the possibilities for developing oral communication skills. Songpitak (2021) reported that online collaborative learning significantly improves students' speaking performance by facilitating interaction through digital platforms. These environments provide learners with flexible opportunities to practice speaking, receive feedback, and engage in collaborative tasks. As a result, students become more autonomous and confident in their ability to communicate in English.

Materials and Methods

This study was conducted under a mixed-methods approach, integrating both quantitative and qualitative procedures to achieve a comprehensive understanding of the relationship between collaborative activities and the development of oral communication skills in English as a Foreign Language (EFL) contexts. The research follows a descriptive and correlational design, as it seeks, on the one hand, to describe how collaborative strategies such as role-plays, debates, and group presentations are implemented in the classroom and how students engage with them, and, on the other hand, to examine the extent to which these strategies are associated with improvements in students' oral performance. This design is consistent with the purpose of the study, which focuses on analyzing both the impact and the relationship between the variables under investigation.

From a theoretical standpoint, the study adopts a deductive approach, as it is grounded in established frameworks related to collaborative learning and communicative language teaching. Based on these foundations, the research hypothesis proposes that the use of collaborative activities significantly contributes to the development of students' oral communication skills. Consequently, the study tests this assumption by implementing structured collaborative tasks and examining their outcomes through both measurable indicators and interpretative analysis.

The participants of the study consisted of 47 high school students and 5 English teachers from a private educational institution located in La Concordia. A convenience sampling technique was employed, as all participants were selected based on their accessibility and willingness to take part in the study. The students were enrolled in upper secondary education and possessed an intermediate level of English proficiency, which enabled them to participate in communicative and collaborative speaking activities. The teachers involved had prior experience in EFL instruction and were responsible for facilitating the implementation of the pedagogical intervention.

The research was carried out within the regular classroom setting, which constitutes the primary environment for language learning in EFL contexts. This setting is particularly relevant,

given that students have limited exposure to English outside the classroom, making instructional time essential for the development of speaking skills. The intervention was integrated into regular English lessons, ensuring that the activities reflected authentic teaching practices rather than artificially controlled conditions.

Data collection was conducted through multiple techniques in order to ensure a more comprehensive and reliable analysis. Quantitative data were obtained through pre- and post-intervention oral assessments, using a standardized rubric designed to evaluate key aspects of oral communication, including fluency, grammatical accuracy, vocabulary range, pronunciation, coherence, and confidence. In addition, a student survey based on a Likert scale was administered to measure learners' perceptions, motivation, and self-confidence when participating in collaborative activities. Qualitative data were gathered through semi-structured interviews with teachers, classroom observations, and student focus group discussions, which provided deeper insights into classroom dynamics, instructional practices, and students' experiences.

The instruments employed in this study were carefully designed to align with the research objectives and variables. The oral assessment rubric served as the primary tool for measuring students' speaking performance in both the pre-test and post-test stages. To ensure consistency, a standardized speaking task was implemented in both assessments, maintaining the same structure while varying the topics. The student survey included items related to collaborative learning and oral communication development, while the interview guide focused on teachers' perspectives regarding the effectiveness and challenges of collaborative strategies. Additionally, a structured observation checklist was used to document classroom interaction, student participation, and the implementation of collaborative activities.

The procedure of the study was organized into three main stages. Initially, during the preparation phase, the research instruments were designed and adapted to the context, and participants were informed about the purpose and procedures of the study. Subsequently, in the implementation phase, a pre-test was administered to establish baseline data on students' oral communication skills. Following this, collaborative activities were incorporated into the teaching process over a defined period, allowing students to engage in interactive speaking tasks. During this stage, classroom observations and teacher interviews were conducted. Finally, in the evaluation phase, a post-test was applied using the same assessment criteria, and additional data were collected through student surveys and focus group interviews. This sequence allowed for a systematic comparison of results and the identification of changes in students' performance.

The analysis of the data combined both quantitative and qualitative procedures. Quantitative data were examined through descriptive statistical analysis, including the calculation of means and percentages, as well as comparisons between pre-test and post-test results. This approach facilitated the identification of patterns and measurable improvements in students' oral communication skills. Qualitative data, on the other hand, were analyzed through thematic analysis, which involved identifying recurring themes and patterns related to students' experiences, teacher

perceptions, and classroom interaction. The integration of these methods allowed for triangulation, thereby enhancing the credibility and depth of the findings.

Ethical considerations were taken into account throughout the research process. Participants were informed about the objectives of the study and their voluntary participation, and informed consent was obtained from both students and teachers. Confidentiality and anonymity were guaranteed by ensuring that no personal information was disclosed. Furthermore, authorization to conduct the study was obtained from the educational institution.

To ensure the quality of the research, attention was given to both validity and reliability. Validity was addressed by designing the instruments based on theoretical frameworks and aligning them with the research objectives. The use of multiple data sources contributed to triangulation, strengthening the accuracy of the findings. Reliability was supported by maintaining consistency in the application of instruments, particularly through the use of the same speaking task structure and evaluation rubric in both assessment stages.

Despite these considerations, certain limitations must be acknowledged. The use of a convenience sample and the relatively small number of participants may limit the generalizability of the results. Additionally, the duration of the intervention may not have been sufficient to capture long-term effects on oral communication development. Nevertheless, the study provides valuable insights into the role of collaborative activities in EFL classrooms.

3. Results and Discussion

Results

The results of this study are presented based on the quantitative and qualitative data collected through the oral communication rubric, student surveys, classroom observations, and teacher interviews. The findings focus on identifying changes in students' oral communication skills after the implementation of collaborative activities.

Tabla 1 Pre-test and Post-test Mean Scores (n = 47)

CRITERIA	Pre-test Mean	Post-test Mean	Improvement
Fluency	2.6	3.8	+1.2
Grammatical Accuracy	2.5	3.5	+1.0
Vocabulary Range	2.4	3.6	+1.2
Pronunciation	2.7	3.7	+1.0

Coherence	2.5	3.6	+1.1
Confidence	2.3	3.9	+1.6

The results indicate a notable improvement across all evaluated dimensions of oral communication. The most significant increase was observed in confidence (+1.6), followed by fluency and vocabulary range (+1.2 each). These findings suggest that collaborative activities had a positive effect not only on linguistic performance but also on students' willingness to communicate.

Tabla 2 Student Survey Results – Section A: Collaborative Activities

Item	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean
I feel more comfortable speaking English when I work in groups	2%	5%	13%	45%	35%	4.06
Role-plays help me improve my speaking skills	2%	6%	10%	42%	40%	4.12
Group presentations increase my confidence	3%	7%	12%	44%	34%	3.99
Debates help me express my ideas clearly	4%	8%	15%	40%	33%	3.90
I participate more in collaborative activities than individual tasks	3%	7%	14%	43%	33%	3.96

The results from Section A indicate a generally positive perception of collaborative activities among students. Most participants selected “Agree” or “Strongly Agree” across all items, with mean scores ranging from 3.90 to 4.12.

The highest-rated item was related to role-plays improving speaking skills ($M = 4.12$), suggesting that students perceive this activity as particularly effective for language practice. Similarly, a high percentage of students reported feeling more comfortable speaking English in group settings ($M = 4.06$), which reinforces the idea that collaborative environments reduce anxiety and promote participation.

Although debates received slightly lower scores compared to other activities ($M = 3.90$), the majority of students still perceived them as beneficial for expressing ideas. Overall, these findings suggest that collaborative activities contribute positively to students' engagement and willingness to communicate.

Tabla 3 Student Survey Results – Section B: Oral Communication Development Identificar de forma automática las tablas

Item	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)	Mean
My fluency has improved through collaborative activities	2%	6%	12%	43%	37%	4.07
I can express my ideas more clearly in English	3%	7%	13%	42%	35%	3.99
I feel more confident when speaking English in class	2%	5%	10%	44%	39%	4.13
I am less afraid of making mistakes with classmates	3%	6%	11%	43%	37%	4.05
I use a wider range of vocabulary when speaking	3%	7%	14%	41%	35%	3.98

The results from Section B demonstrate that students perceived clear improvements in their oral communication skills as a result of participating in collaborative activities. Mean scores ranged from 3.98 to 4.13, indicating a strong positive tendency.

The highest score was observed in the item related to confidence when speaking English ($M = 4.13$), which aligns with the findings from the oral assessment rubric and classroom observations. This suggests that collaborative learning environments play a significant role in reducing anxiety and encouraging active participation.

Similarly, students reported improvements in fluency ($M = 4.07$) and a reduction in fear of making mistakes ($M = 4.05$), indicating that interaction with peers fosters a more supportive and less threatening environment for language use.

Although the improvement in vocabulary range and clarity of expression showed slightly lower mean scores, they still reflect a positive perception, confirming that collaborative activities contribute to multiple dimensions of oral communication development.

Classroom Observation Results

The data collected through classroom observation provided valuable insights into how collaborative activities were implemented and how students responded to them in real instructional settings. Overall, the findings revealed a clear shift toward a more interactive and communicative classroom environment.

In terms of participation, approximately 85% of students were actively engaged during collaborative tasks such as role-plays, group discussions, and pair work. This level of engagement contrasts with more traditional instructional settings, where participation is often limited to a smaller group of students. The observation checklist indicated that most learners were willing to

contribute, ask questions, and respond to their peers, suggesting that collaborative activities facilitated a more inclusive learning dynamic.

Another relevant finding was the increased use of English during classroom interactions. Students were observed using the target language more frequently when working in pairs or small groups, even when their proficiency level was limited. Although occasional use of the first language was still present, particularly during task preparation, the overall tendency was toward greater use of English for communication purposes. This indicates that collaborative tasks created meaningful opportunities for language use, which is essential for the development of speaking skills.

A noticeable reduction in hesitation and speaking anxiety was also observed. At the beginning of the intervention, some students showed reluctance to participate orally, often avoiding eye contact or providing minimal responses. However, as collaborative activities were consistently implemented, students gradually became more confident and willing to speak. The presence of peers in smaller groups appeared to reduce the pressure associated with speaking in front of the whole class, allowing learners to take risks and express their ideas more freely.

Furthermore, the observations highlighted a significant increase in peer support and interaction. Students frequently helped each other by suggesting vocabulary, correcting mistakes informally, or encouraging participation. This collaborative dynamic contributed to a more supportive classroom atmosphere, where learning was not solely dependent on teacher input but also on peer interaction. The teacher's role shifted toward facilitation, guiding the process and providing feedback when necessary.

Overall, the classroom observation data confirm that collaborative activities positively influenced both the behavioral and communicative aspects of student participation. The findings suggest that these strategies not only promote language use but also contribute to creating a more engaging and student-centered learning environment.

Teacher Interview Findings

The semi-structured interviews conducted with English teachers provided important qualitative evidence regarding the effectiveness of collaborative activities in developing students' oral communication skills. The responses revealed a consistent perception among teachers that these strategies had a positive impact on students' performance and classroom dynamics.

One of the most frequently mentioned outcomes was a noticeable increase in students' confidence when speaking English. Teachers observed that students who were initially reluctant to participate became more willing to express their ideas over time. This improvement was particularly evident during group activities, where students felt less exposed and more supported by their peers. According to the teachers, this increase in confidence played a crucial role in encouraging students to practice speaking more frequently.

In addition, teachers reported a significant increase in student participation, especially during collaborative tasks. Activities such as role-plays, debates, and group presentations created opportunities for all students to be involved, rather than relying on a few volunteers. Teachers emphasized that these strategies allowed quieter students to participate in a more comfortable way, contributing to a more balanced and inclusive classroom interaction.

Regarding the effectiveness of specific strategies, teachers identified role-plays and group discussions as the most beneficial activities for developing oral communication. These tasks require students to use language in realistic and meaningful contexts, promoting spontaneity and interaction. Teachers noted that such activities helped students improve not only their fluency but also their ability to organize ideas and respond appropriately in conversations.

Moreover, teachers observed improvements in students' fluency and vocabulary use, particularly in terms of their ability to sustain conversations and use a wider range of expressions. While grammatical accuracy also showed progress, teachers highlighted that the most significant changes were related to students' willingness to communicate and their ability to express ideas more naturally.

Despite these positive outcomes, teachers also identified some challenges associated with the implementation of collaborative activities. One of the main difficulties was uneven participation within groups, as some students tended to take a more active role while others remained passive. Additionally, time management was mentioned as a limitation, since collaborative tasks often require more time than traditional activities, which can affect lesson planning.

Nevertheless, teachers agreed that these challenges can be addressed through proper organization, clear instructions, and the assignment of specific roles within groups. Overall, their perspectives reinforce the idea that collaborative activities are an effective pedagogical strategy for enhancing oral communication skills, provided that they are carefully planned and monitored.

Discussion

The results obtained in this study point to a consistent pattern in which collaborative activities appear to support the development of students' oral communication skills in the EFL classroom. When comparing the data collected through different instruments, it becomes evident that the improvement observed is not limited to a single dimension, but rather extends across both linguistic performance and affective factors.

From a quantitative perspective, the comparison between pre-test and post-test results shows a general increase in all evaluated criteria. Although the degree of improvement varies slightly across categories, the most notable changes can be observed in fluency, vocabulary use, and especially confidence. This tendency may be associated with the increased opportunities for interaction provided during collaborative tasks, where students are required to produce language

in a more spontaneous and continuous manner. In contrast to more controlled activities, these tasks seem to encourage students to focus on meaning rather than form, which can facilitate greater fluency in communication.

At the same time, it is important to consider that these improvements do not occur in isolation. The survey results suggest that students themselves perceive a positive change in their ability to communicate, particularly in terms of feeling more comfortable when speaking English. This perception appears to be closely linked to the collaborative nature of the activities, as working with peers may reduce the level of pressure typically associated with speaking in front of the whole class. In this sense, the classroom environment plays a significant role, as it can either inhibit or encourage participation depending on how interaction is structured.

The qualitative data provide further insight into how these processes take place in practice. Classroom observations revealed that students were more willing to engage in communication during group-based tasks, even when their linguistic resources were limited. While occasional hesitation was still present, especially at the beginning of the intervention, students gradually demonstrated a greater willingness to initiate and sustain interaction. This suggests that repeated exposure to collaborative situations may contribute to building communicative confidence over time.

Similarly, the perspectives shared by teachers highlight the practical implications of these findings. According to their observations, activities such as role-plays and group discussions tend to generate higher levels of participation and allow students to experiment with language in a more flexible way. However, teachers also noted that the effectiveness of these strategies depends largely on how they are implemented. Factors such as clear instructions, balanced group organization, and appropriate time management appear to influence the extent to which all students are able to benefit from the activities.

An additional aspect that emerges from the analysis is the relationship between linguistic development and affective variables. The improvement in fluency and vocabulary use seems to be accompanied by an increase in confidence and a reduction in fear of making mistakes. Rather than being independent outcomes, these elements appear to reinforce each other, suggesting that students are more likely to improve their speaking skills when they feel comfortable participating. This observation is consistent with the idea that language learning is not only a cognitive process but also a social and emotional one.

When interpreting these findings, it is relevant to consider the context in which the study was conducted. The research took place in a specific educational setting, which allows for a detailed understanding of how collaborative activities function under real classroom conditions. While the results are closely connected to this context, the use of multiple instruments and the consistency observed across them provide a solid basis for interpreting the findings as part of a broader tendency. In addition, the duration of the intervention made it possible to observe meaningful changes in students' performance, particularly in aspects related to participation and confidence.

Overall, the evidence gathered in this study suggests that collaborative activities can play a meaningful role in the development of oral communication skills. Their value lies not only in promoting language use but also in shaping a classroom environment where students feel encouraged to participate. For this reason, their incorporation into regular teaching practice may represent a practical way to address some of the challenges commonly observed in EFL speaking instruction.

4. Conclusion

The findings of this study allow for a comprehensive understanding of the role that collaborative learning plays in the development of oral communication skills in EFL contexts. From a theoretical perspective, the analysis of relevant literature confirms that collaborative activities are grounded in communicative and socio-constructivist approaches, which emphasize interaction as a fundamental element for language acquisition. These frameworks support the idea that language is best learned through meaningful use and social engagement, thereby providing a solid foundation for the incorporation of collaborative strategies in the classroom.

The practical application of activities such as role-plays, debates, and group presentations demonstrated a significant contribution to students' oral performance. These tasks created authentic communicative scenarios in which learners were required to actively use the language to express ideas, negotiate meaning, and respond to their peers. As a result, noticeable improvements were observed in key aspects of speaking, including fluency, coherence, and vocabulary use. Moreover, the structured implementation of these activities, along with clear guidance and teacher facilitation, proved essential in ensuring active participation and maximizing their pedagogical effectiveness.

The evaluation of students' progress through pre- and post-intervention assessments provides clear evidence of the positive impact of collaborative activities on oral communication development. The results indicate a measurable improvement in students' speaking abilities, which is further supported by their increased confidence and reduced anxiety when participating in oral tasks. This affective dimension highlights the importance of creating a supportive learning environment, where peer interaction fosters a sense of security and encourages more active engagement in the learning process.

Additionally, the consistency observed across multiple data sources, including assessment results, student perceptions, and classroom observations, reinforces the validity of the findings. This convergence of evidence confirms that the benefits of collaborative learning extend beyond linguistic performance, influencing students' attitudes and willingness to communicate.

In sum, the study demonstrates that the integration of well-designed collaborative activities constitutes an effective pedagogical strategy for enhancing oral communication skills in EFL learners. By combining theoretical support, practical application, and systematic evaluation, these activities contribute not only to the development of communicative competence but also to the creation of a more dynamic, interactive, and student-centered learning environment. These findings

highlight the relevance of incorporating collaborative approaches into regular teaching practice as a means of fostering more meaningful and effective language learning.

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