



The collaborative methodology for developing oral English skills in primary school students.

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Abstract:

The main objective of this research is to determine the influence of collaborative methodology on the development of oral skills in English language teaching to primary school students at a private educational institution in the city of Chone. To achieve this objective, the following goals were initially established, which were specified as follows: 1. To analyze the collaborative methodology in the development of oral English skills in elementary school students. 2. To study the theoretical and conceptual aspects of authors who have conducted previous research related to collaborative methodology in the development of oral English skills. 3. To apply observation checklists in the classroom to measure the collaborative work of elementary school students learning English. 4. To compare oral performance before and after the application of the collaborative methodology in English language learning. This article presents a literature review of recent research analyzing the impact of collaborative methodologies on oral English proficiency in school settings.

Keywords: collaborative methodology, oral competence, language learning.

Resumen (250 palabras):

El presente trabajo de investigación tiene como objetivo principal determinar la influencia de la metodología colaborativa en el desarrollo de habilidades orales en la enseñanza del idioma inglés a estudiantes de preparatoria de una institución educativa privada de la ciudad de Chone. Para cumplir con el fin de este artículo, inicialmente se trazaron los siguientes objetivos, que se plasmaron a través de las siguientes especificaciones: 1.- Analizar la metodología colaborativa en el desarrollo de habilidades orales en inglés en los estudiantes de primaria. 2.- Estudiar los aspectos teóricos y conceptuales de los autores que han realizado investigaciones previas relacionadas con la metodología colaborativa en el desarrollo de las habilidades orales en inglés. 3.-Aplicar fichas de observación en el aula de clases para medir el trabajo colaborativo de los estudiantes de primaria que aprenden inglés. 4.- Comparar el desempeño oral antes y después de la aplicación de la metodología colaborativa en el aprendizaje del idioma inglés. Este artículo presenta una revisión bibliográfica de investigaciones recientes que analizan el impacto de las metodologías colaborativas en la competencia oral en inglés en entornos escolares.

Palabras clave: Metodología colaborativa, competencia oral, enseñanza.

Introduction

Collaborative methodologies primarily aim to increase active participation, motivation, and teamwork through cooperative pair work. The interaction among students builds knowledge to improve the teaching and learning process. These practices benefit the socio-emotional level because when the educator uses proper collaborative methodology, students can help their partners learn more efficiently (Miranda, 2025).

However, despite these advantages, when learning through collaborative methodologies, obstacles were identified that limit their effectiveness, such as a lack of teacher training, time, and student willingness. While cooperative learning positively influences academic performance, its success is linked to the environment in which it is implemented (Condor et al., 2025).

Educators use collaborative methodologies in different educational settings, identifying obstacles that hinder their effectiveness, such as teacher preparation, short timetables, and student resistance (Capa, 2024).

Finland is recognized for its high-quality education system, in which innovative strategies have been implemented to improve oral English production, with a focus on real, meaningful communication. The use of collaborative projects allowed students to practice the English language in simulated real contexts. These methodologies are used to increase motivation and reduce fear of speaking in another language. (San Lucas et al., 2026).

In Colombia, professors are searching for more effective English-language learning; it is being promoted through ludic strategies to improve oral competence. For this reason, the area is trying to include didactic games, communicative activities, collaborative methodologies, and even the use of digital platforms. (Meza et al, 2026).

Ecuador, fluency in English production has become a priority for improving the quality of education. Strategies such as collaborative methodologies, the use of technological resources, role-plays, and interactive platforms are being implemented in classrooms at different levels. The Ministry of Education has advanced teacher training in collaborative methodologies that develop communicative skills, generating effective learning environments. (Aguilar et al., 2022).

Literature review

Cabrera & Tapia (2023) noted that collaborative methodologies are grounded in interaction among students as the principal mode of constructing knowledge.

Using group work, the aim is for each member of the group to assume and share responsibilities and knowledge. Fulfilling a role inside a group, the students exchange ideas and experiences, benefiting

from the learning among the students. (Benoit, 2023). That method places the student as an active agent in their own learning process, providing them with the independence to make their own mistakes without the professor's interference, which benefits the security and development of oral competence.

According to Montoya (2020), collaborative methodologies place students in academic environments that promote homogeneous groups of students for language management; in other words, teachers must be assertive in managing team dynamics; for example, they must be selected to form levels of knowledge.

Oral competence in English represents one of the main challenges within school contexts. Oral competence is an inherent skill for effective communication in different scenarios. It is limited in its acquisition, mainly due to the lack of exposure to the language. Employing collaborative learning emerges as a promising didactic strategy that promotes interaction and participation, principal elements in the development of oral skills. (Coello et al., 2025)

Oral skills must be developed from a comprehensive perspective, recognizing that language management not only facilitates communication but also enhances memory, attention, and critical thinking. According to González-Fernández & Becerra-Vázquez (2021), education must adapt to new learning contexts that demand teaching methods grounded in actualized pedagogical models, including collaborative methodologies as effective strategies for second-language teaching.

There are several examples of strategies framed within collaborative methodologies, including debates, group projects, role-playing games, and communicative tasks, which encourage more frequent, natural, and meaningful use of the language among students, especially oral skills. Collaborative methodologies, when properly planned, can significantly strengthen oral English proficiency. It also highlights the need for teacher training, appropriate materials, and inclusive learning environments that foster continuous interaction. (Aliaga, 2022)

Overall, the reviewed literature suggests that collaborative methodologies play a significant role in enhancing oral English skills; however, their effectiveness depends on contextual and pedagogical factors, highlighting the need for further research in primary education settings.

Methodology.

A mixed-methods approach was employed to conduct this research, specifically a qualitative-quantitative method with a descriptive focus; it utilized a non-experimental design; the study focused on conceptualizing the problem and highlighting its most notable characteristics, supplemented by supporting numerical data; this was carried out concurrent with the timeline of the research.

Using an inductive method to conceptualize the implementation of collaborative methodologies in the development of students' oral communication skills. Through a clear definition of the methodological design, the use of structured protocols for the intervention, and planning in accordance with the schedule established by the master's program, we ensured that the study could be conducted efficiently, maintaining quality standards in the results without compromising practical implementation.

The research instruments designed were: An observation form for first-year elementary students at a private educational institution in the city of Chone. This allowed for work with a limited population under homogeneous conditions, reducing external variability. Consequently, the sample consisted of a total of fifty-five preparatory school students. As a second research instrument, a semi-structured interview was administered to three professional teachers who teach English to obtain premises that will form the basis of the analysis in this study. These instruments were validated by three education experts to confirm the feasibility of their application.

The data obtained were tabulated and statistically analyzed using a mixed-methods approach that allows for the consideration of both quantitative and qualitative data; this yielded finding that highlight the importance of the variables to be analyzed; These variables are the use of collaborative methodologies and the development of oral skills in the context of English language instruction; this allows for the measurement of indicators of acceptance and use of collaborative methodologies, as well as the level of motivation and academic performance of students when employing teaching strategies framed within collaborative methodologies.

Results

Analysis of the interviews

Collaborative methodologies are techniques used to increase the learning process and develop students' skills in communication in a second language. Pérez (2024) mentioned that these methodologies adopt a humanistic approach that extends beyond academic instruction and positively influences emotional development, as they work together to construct knowledge. The interviewees

assert that *the use of collaborative methodologies helps students integrate more organically into the classroom, since they need to communicate with one another to complete a proposed activity*. Implementing these methodologies helps students internalize knowledge, taking the content beyond the classroom and integrating it into their daily routines and interactions with their peers.

The development of oral competence is a challenge in the teaching process, as it is a fundamental skill for expressing oneself assertively in various scenarios. As such, one of its main obstacles is the lack of meaningful interaction in the language; this underscores the importance of using a collaborative methodology in actual education. (Coello, 2025). Teachers point out that collaborative methodologies *help students develop the skills required to cultivate oral competence, since they give them the opportunity to ask for clarification, seek help, or strengthen that collaborative work*. Applying a collaborative methodology helps the scholar and the educator in the learning process, particularly when oral education is developed; for this reason, the English teacher must include it in their academic planning.

Carrión et al. (2023) said that using collaborative methodologies translates knowledge imparted in the classroom into meaningful learning, as students are more engaged and motivated to meet the required standards. The interviewees state that *collaborative methodologies are essential to enhance emotional security, so that there are no barriers and no fear of ridicule when expressing oneself in another language*.

These affirmations provide evidence that the collaborative methodology creates a safe environment for the students, creating a space where they can express themselves without fear of making mistakes.

Homework, activities, exams, tasks, and evaluations developed through collaborative methodologies develop the students' self-evaluation competence. Giron et al. (2023) point out that collaborative work among peers strengthens knowledge exchange, which helps students learn on a more equal footing. The participants assure that evaluating through collaborative methodologies *helps them develop awareness of what they need to improve, and helps all students recognize a classmate's mistake so as not to repeat it*. Self-assessment through collaborative methodologies fosters independence, generating satisfaction from acquiring new knowledge and more complex vocabulary, thereby benefiting academic performance.

Analysis of the student observation sheet

Table # 1

Dimensions	Always	Almost alw	Sometimes	Never	Total
Use of Collaborative methodologies	33,33%	40%	10%	16.67%	100%
Development of Abilities Oral	36,67%	43,33%	6,67%	13.33%	100%
Participation & Motivation	26,67%	43,33%	16,67%	13,33%%	100%
Tasks & Evaluations	9%	11%	13,33%	59,67%	100%

Source: Own Elaboration

During the observation, it was evident that the students were receptive to collaborative methodologies. The mode confirms a positive trend towards implementing collaborative methodologies for teaching English as an academic resource, at 43.33%. Although 26.67% expressed indifference or disagreement, the overall balance is favorable to the use of these methodologies. Solórzano et al. (2024) endorse the use of collaborative strategies to develop a teaching program, as they contribute to acquiring the competencies required by language and involve students through collaborative assignments, which benefit the development of oral competence.

English teachers have an 80% frequency in developing oral competence. The 43.33% mode indicates that activities that reinforce oral competence are used in English instruction. During the observation, it is evident that 70% of teachers use collaborative methodologies, such as group work, to develop students' oral competence, confirming that these methodologies strengthen students' academic progress and confidence in speaking a second language.

Iñacasha et al. (2025) affirmed that experiential collaborative strategies increase motivation and favors oral competence. Their continuous use promotes active participation and fluency in speech.

Motivation and active participation among students increased, reflecting the effectiveness of collaborative methodologies in teaching English classes to preparatory school students. For this analysis, the evidence shows 43.33% as the mode, which is corroborated by this assertion.

70% of the students were observed to respect the teacher's instructions when using collaborative methodologies; this is in congruence with the characteristics each student demonstrates in teamwork,

checking the equity of the strategy with collaborative methodologies. This reflects those educational institutions are moving towards improving teachers' planning, encouraging them to use collaborative methodologies to complement their academic activities.

For the tasks assigned to school students, collaborative methodologies are not used, presenting an opportunity to incorporate them. Mode 59.67% indicates that the collaborative methodology has the opportunity to be used for reinforced learning at home and at school.

Discussion

The present study aimed to examine how collaborative methodologies represent an innovative approach compared to traditional teaching techniques. Professors remain reluctant to implement innovative strategies in their English classes; however, research and other scholars agree that using collaborative methodologies benefits both students and teachers, as they effectively strengthen the educational process, since it has been shown that students help one another improve in a more practical way by applying the content to real-world contexts. (Romero-Guarquila, L. E., et al. 2020).

Within traditional educational approaches, collaborative methodologies are often viewed as disruptive to classroom discipline; however, employing these methodologies increases students' motivation to learn more quickly, fostering healthy peer competition, which is beneficial for developing the skills required to learn English, particularly in the development of oral proficiency. (Mantilla-Cabrera et al., 2020).

Perez (2024), states that learning through collaborative methodologies is a transformative innovation in the learning process, whose main objective is to overcome the rigidity of traditional education and adapt to the changing needs of students today.

Zubiri-Esnaola, H, et al. (2020), points out that to successfully implement academic planning, it is essential to include teaching methods that promote active participation, such as collaborative methodologies. This is in order to carry out an updated educational process that is not limited to classic methods of repetition and memorization that limit students from developing fluency in oral expression.

Collaborative methodologies are a point of debate among teachers who practice traditional methods and those who seek to innovate in the classroom. It is important to emphasize that the significance of implementing these methodologies lies in staying current and ensuring that the knowledge imparted aligns with the real-world context and environment in which students find themselves.

Conclusions

One of the main objectives of this study was to determine the impact of collaborative methodologies on second-language learning, specifically in terms of oral expression. The results showed that students are receptive to the use of collaborative methodologies because they allow students to learn from their peers, thereby developing their soft skills, particularly when it comes to building the confidence needed to express themselves orally in a second language.

In conclusion the development of collaborative projects leads to a variety of coordinated activities aimed at creating products that meet specific needs through a thorough understanding of the content, thereby fostering greater student engagement and confidence.

Collaborative methodologies are a teaching approach that allows students to learn collectively, sharing knowledge with their peers and building meaningful learning experiences that will enable them to express themselves more fluently in a second language such as English.

Recommendations

Incorporating collaborative methodologies into the academic planning of English classes is of the utmost importance, as students can learn from their peers more easily and with greater confidence; therefore, these methodologies be included in lesson planning to more effectively develop oral expression skills. (Zubiri-Esnaola, H, et al. 2020).

It is recommended that to use these methodologies, groups must be managed by the teacher and consist of no more than three to four students; random groupings should be avoided, especially when working with preparatory school students. (Ríos Díaz, A. M., et al. 2023).

As evidenced by the results regarding homework assignments, collaborative methodologies are not used on a daily basis by teachers; therefore, it is suggested that they could be implemented through technological tools, they provide an opportunity to apply these methodologies effectively. especially when it comes to developing oral skills; through technology.

During the field research, as the observation sheet was being used, the results showed that student motivation increases when the teacher introduces content through collaborative methodologies, as these provide students with the opportunity to learn from their peers, which is why it is recommended that it be included in the academic plan.

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