

The Role of Collaborative Learning in Enhancing Oral Performance of Primary School Pupils

Asst. Lecturer AlRabab S. Ahmed

Alrabab.safaa@agre.uoqasim.edu.iq

Al-Qasim Green University \ College of
Education Department of Arabic

Abstract

The recent research aims mainly at exploring the role of collaborative activities in developing oral performance among primary pupils. To achieve this aim, the research adopted the descriptive approach using a questionnaire of (23 items and three main dimensions). 95 EFL teachers at Iraq primary schools respond to the questionnaire. Results revealed that the collaborative learning activities are widely valued among primary EFL teachers, especially in the form of role plays, peer feedback, and interactive games, whereas storytelling, peer interviews, and turn-taking techniques appear to be less used. Results revealed also that collaborative learning significantly enhances oral performance in terms of confidence, accuracy, pronunciation, vocabulary use, and sentence structure.

Keywords: Collaborative Learning, Oral Performance, primary school pupils.

دور التعلم التشاركي في تحسين الأداء الشفهي لتلاميذ المرحلة الابتدائية

م.م الرباب صفاء احمد رزين

جامعة القاسم الخضراء/ كلية التربية قسم اللغة العربية

الملخص:

يهدف البحث الأخير بشكل رئيسي إلى استكشاف دور الأنشطة التشاركية في تطوير الأداء الشفهي لدى تلاميذ المرحلة الابتدائية. ولتحقيق هذا الهدف، اعتمد البحث المنهج الوصفي باستخدام استبيان (٢٣ بندًا وثلاثة أبعاد رئيسية). استجاب

٩٥ معلماً ومعلمة من معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية العراقية للاستبيان. أظهرت النتائج أن أنشطة التعلم التشاركي تحظى بتقدير واسع بين معلمي اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية، لا سيما في شكل لعب الأدوار، وردود أفعال الأقران، والألعاب التفاعلية، في حين يبدو أن سرد القصص، والمقابلات مع الأقران، وتقنيات تبادل الأدوار أقل استخداماً. كما أظهرت النتائج أن التعلم التشاركي يعزز الأداء الشفهي بشكل ملحوظ من حيث الثقة، والدقة، والنطق، واستخدام المفردات، وبنية الجملة.

الكلمات المفتاحية: التعلم التشاركي، الأداء الشفهي، تلاميذ المدارس الابتدائية
المقدمة.

Introduction

Language is the main channel which humans use to communicate, and share ideas, feelings and opinions. English language is considered one of the most significant languages all over the world; it is widely used in various fields such as business, technology, science, math, politics and internet sites. English has become the international and official language in the world. Therefore, learning English is very important to keep students communicate internationally.

Learning a language means acquiring and developing the four skills; listening, reading, speaking, and writing. Listening and speaking are oral language skills. Harmer (2010) declares that oral language encompasses both speaking and listening. Oral language skills include learning how spoken words sound, what words and sentences mean, and how to communicate ideas. Additionally, Baker & Westrup (2003) affirmed that “a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion”. Celce-Murcia (2001) mentioned that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication”.

In the realm of teaching EFL in the primary stage, oral performance is fundamental to pupils' academic success and personal growth. It forms a necessity for language communication. The more these skills were

developed, the more students become active in the learning process. They become better equipped to express their thoughts, ideas, and emotions. Alrowayeh (2017) affirms this view and clarifies that oral performance is an important factor in language learning because it facilitates the learning process, assists learners in achieving their learning objectives, strengthens the connection between the learner and the teacher, and creates an overall positive experience. So, effective oral performance enable students to improve their academic performance, broaden their employment options, improve their subsequent professional competence and increase their personal effectiveness.

A number of research, such as Mhammed and Al Khazaali (2022), Kadhim, etal. (2022); Aliakbari& Ahmadi (2014); El Kady (2016); Abdulrahim & Abdullah, (2019) confirmed the significance of developing oral skills among EFL primary school pupils. In spite of the importance of developing listening and speaking, results of previous research on oral skills reveal that there are many reasons for the low level of primary school pupils' oral performance. Abdulrahim & Abdullah, (2019) mention that the educational system places the teacher at the center of the learning process, and the students' role is to pass the final exam. Alanazi, (2019) adds that other difficulty has been attributed to learners' fear of participation, low motivation, and the lack of awareness of the significance of oral skills in their lives. In the same vein, Al-Hosni, (2014) & Al-Jamal, (2014) argue that EFL students suffer from some difficulties in speaking EFL. One of these difficulties is the use of mother tongue instead of using the foreign language when they interact with each other. Other difficulties are due to the inadequate time for speaking skill and the lack of knowledge of the vocabulary in the target language and low proficiency in oral performance.

All the previous difficulties need more effort from teachers and other educational policy makers to shift the attention from the traditional methods of teaching to newer ones. One of the prominent approach is collaborative learning. Collaborative learning is one of the four Cs skills of the 21st century learning along with communication, critical thinking skills and problem solving and creativity and innovation (Rodriguez, 2018)

Collaborative learning refers to a pedagogical approach in which learners engage in interactive and cooperative activities over the internet to collectively build knowledge, solve problems, and achieve learning goals. It involves the use of digital platforms, tools, and technologies to facilitate communication, information sharing, and collaboration among students, often transcending geographical and temporal boundaries (Harasim, 2012, p.12).

Brindley & Walt (2019) explains that group interactions collaboratively facilitate learning, promote social interaction and provide a supportive eLearning community. Collaboration presents models for how to work with others in real-world situations. These activities help train learners for the real-life communication, including training on how to share ideas, express opinions, and manage communication time.

Shafieetal. (2010) stated that collaboration enables students to involve actively in the learning process which in turn helps them better understanding certain concepts or retaining knowledge in their long-term memory. In addition, their acquired knowledge could be applied practically in the real world. Students' personal experiences and prior knowledge help acquiring and producing comprehension in the collaborative classroom.

Avci (2017) explores the effects of using collaborative mobile instant messaging application, Whats App on the EFL language proficiency. Results revealed practicing English in an authentic setting where the

students used the target language for a real purpose facilitated their language learning, improved their communication skills and vocabulary knowledge, and made them recognize colloquial English.

Fakhruldeen (2021) investigate the promotion of reading skill through collaborative techniques. The descriptive analytical method is used. The researcher used a questionnaire to collect data which was given to 50 English language teachers at the secondary schools level. The results revealed that collaborative work directs learners to progress understanding the text cohesion and clarity as well as comprehension skill can be developed through intensive and extensive reading.

Thus, based on the benefits of collaborative learning in EFL classrooms which were revealed in the previous research, the present research tries to answer the following question: what is the impact of collaborative learning in developing oral performance of primary school pupils from the perspectives of EFL teachers?

Aim of the Research

The research tries to achieve the following aims:

1. Exploring to what extent teachers in primary schools used the collaborative activities in their EFL classrooms.
2. Investigating the role of collaborative activities in developing oral performance.
3. Exploring the impact of collaborative learning on pupils' engagement and confidence

1.3. Research Scope

The present research followed the descriptive approach of research and delimited to explore the perspectives of EFL teachers ($n= 95$) at primary school about the impact of collaborative learning on pupils' oral performance.

Review of literature:

Collaborative learning

Collaborative learning refers to a pedagogical approach in which learners engage in interactive and cooperative activities to collectively build knowledge, solve problems, and achieve learning goals. It involves the use of digital platforms, tools, and technologies to facilitate communication, information sharing, and collaboration among students, often transcending geographical and temporal boundaries (Loor, et al. 2024).

"Collaborative learning is the interaction of learners who are working together to achieve a shared objective" (Piccoli, et al. 2001, p. 401). More specifically, collaborative learning can be defined as an instructional strategy that allows students to work together on tasks in order to create an online artifact and develop their knowledge on the content being studied (Sun, et al. 2017).

In the context of the present research, collaborative learning emphasize the idea of learners collaborating, interacting, and constructing knowledge together in an online environment to achieve educational goals. It takes on a variety of forms in an active process including the utilization of technology as a medium and tool.

Theories Supported Collaborative Learning

The major theory that supported collaborative learning is the socio-constructivist theory, in which information is socially generated by communities of people (Vygotsky, 1978). Wieland (2011) clarified that CL originates in Vygotsky's theories on social knowledge construction, which emphasizes the social nature of the learning process. The principles of collaborative learning stress the role of social interaction in making learning take place which are majors in Vygotsky's social constructivism theories. It promote learner-centered experiences where students actively construct their knowledge through collaboration and exploration. Collaborative learning can be designed to encourage

learners to engage in authentic, inquiry-based activities, aligning with the principles of constructivist learning.

Additionally there are a number of theories that supported online collaborative learning : (Rahayu, 2021)

- Connectivism which focuses on the idea that learning is distributed across networks of people and digital resources. In collaborative learning, learners tap into these networks to access information, share ideas, and engage in collective sense-making. The theory underscores the significance of social learning and networked connections in the digital age
- Situated Learning: situated learning emphasizes the importance of learning within authentic contexts. In collaborative learning, students engage in real-world tasks, projects, and problem-solving scenarios, mirroring the contextual nature of situated learning. This theory supports the idea that collaborative learning should be situated within meaningful activities to enhance understanding and skill development.
- Activity Theory: activity theory examines how individuals engage in goal-oriented activities within social and cultural contexts. Collaborative learning principles could be summarized in how participants' interactions, tools, and cultural norms influence the learning process and outcomes.

Importance

Collaboration among students is considered an effective approach for fostering supportive and dynamic learning environments. Suwantarathip and Wichadee (2014) emphasized its role in creating active learning contexts, while Loor et al. (2024) highlighted that collaborative settings enhance responsibility, as learners become accountable for both their own goals and those of their peers, leading to significant improvements in achievement. Collaborative learning (CL) not only stimulates active engagement but also strengthens communication, the exchange of

ideas, and peer feedback. It provides opportunities for dialogue, debate, and joint problem-solving that do not typically emerge in individual learning contexts (Illic, 2013). Similarly, Miller and Benz (2008) noted that collaborative approaches in online or technology-mediated environments can replicate many of the advantages of face-to-face collaboration.

González-Lloret (2020) further pointed out that CL is most effective when all participants are given equal opportunities to contribute, sufficient time to interact, and constructive feedback. In higher education, collaborative methodologies supported by digital tools are becoming increasingly common, allowing students to actively engage in their own learning through meaningful interaction and peer collaboration (Molinillo, Aguilar-Illescas, Anaya-Sánchez, & Vallespín-Arán, 2018).

To sum up, It may help learners improve their ability to practice the language through online group forums and bulletin boards. Online collaborative learning activities aim at making learners more interactive and participative in the learning process. Regardless of learners' language proficiency levels, they seem to learn better through group or collaborative work as they can exchange opinions and thoughts and become less worried when they work in groups (Delucchi, 2006).

Key Features and Components

Collaborative learning is regarded as a student-centered approach and includes five elements: (1) Positive interdependence means that the group works together to reach a common goal. In order to reach the goal, everyone in the group must complete his part. (2) Individual accountability means that all group members are responsible for the successful completion of their individual task. (3) Face-to-face interaction requires group members to offer feedback to each other, as well as to encourage each other. (4) The use of collaborative skills includes making sure that students practice team-building skills such

as trust, communication, leadership, and effective conflict resolution and instructors should teach and model these skills to students. (5) Finally, group processing requires team members to evaluate their progress (Rodríguez, et al. 2017 , Streetman, 2018, Cox, 2014, Nadiyah & Faaizah 2015). In addition, De Hei et al. (2019) indicate that collaborative learning becomes effective when structured well in the classroom in a way that help students involve and work together in an organized way and share their thoughts with each other.

Oral performance

Effective oral performance involve not only the ability to produce grammatically correct and coherent speech but also to convey meaning accurately, to engage in interactive communication, to adapt language use to suit different audiences and situations, and to listen and respond appropriately to others. Developing oral performance is essential for successful communication, building relationships, expressing oneself confidently, and participating actively in social and professional life. It emphasizes on making students active and creative in their speaking activities. Fluent speaking requires vocabulary, sentence structure, correct pronunciation, and pre-planning. It's vital for effective oral communication, expressing ideas, emotions, opinions, and information. Speaking involves conveying messages, with speakers communicating intentions to listeners, fostering mutual understanding between both parties.(Sarjana,2022,3).

Luoma (2009) showed that in order to achieve improvement in speaker's oral performance, they have to proceed from knowing a few structures to knowing more and more. They have to proceed from using simple structures to using more complex ones. Furthermore, proceeding from making many errors to making few errors. While grammatical errors are common in unplanned speech more than planned speech, speakers have to plan well before speaking.

Fahrurrozi et al. (2019,17) stated that “the fluency is the quality or condition of being fluent. It is the capability to use the language spontaneously and confidently and without undue pauses and hesitation”. Rahayu (2012, 62) stated that “speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the capability of other components of speaking”. This gives learners a chance to experiment using the language they have learnt to communicate in a way that is similar to using English in real life.

Accuracy is an important component of oral performance. Harmer (2010) considers accuracy as the degree of correctness which a student produces when using grammar, vocabulary and pronunciation in a good manner.

The Significance of Developing Oral Performance :

Luoma (2009) emphasized that mastering speaking not only improves oral communication but also supports learners in acquiring the sound system of the target language, noting that spoken language is structurally different from written forms. In line with this, Kingen (2000) outlined that developing oral performance serves multiple purposes, including expressing personal feelings, opinions, and ideas; describing real or imagined people and objects; narrating stories or events; and giving instructions to achieve specific outcomes. Speaking also enables learners to ask questions for information, make comparisons to form judgments, and convey mental images of people, places, or events. Furthermore, it allows them to predict future possibilities, explore meanings through hypothetical reasoning, and draw inferences. Importantly, oral skills empower learners to persuade, influence attitudes, and shape the perspectives or behaviors of others, highlighting

the central role of speaking in both personal expression and effective interaction.

According to Harmer (2010), there are three reasons why students learn to speak in the class, the first reason is that speaking activities give students chances to practice real-life speaking in the safety classroom. The second reason is that when students use speaking activities, these activities provide feedback for both students and teacher. Finally, the more students have chances to activate the various factors of language that have been stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Bashir et al., (2011) assured that oral performance does not mean just articulating words. It implies passing on the message through the words of mouth. Radwan (2012) assured that learning to speak requests a great deal of practice and consideration. Among the four skills listening, speaking, reading and writing, speaking seems to be the most difficult skill to be mastered as it is a complex skill to acquire. Oral performance is a critical element for language acquisition or, it is a standout among other language. It needs to be mastered by everybody as one will be able to convey meaning, express feeling and to give opinion, if he speaks well (Elnada, 2015).

Moreover, the importance of oral performance according to (Sarjana, 2022) lies in the following points: oral performance is crucial for success in the global world, as language serves as a tool for effective communication and proper language usage is essential for achieving goals and objectives. Moreover, as English is widely spoken worldwide, facilitating communication across regions and continents, oral performance is considered vital for expressing thoughts and feelings.

Methodology

Design

The research followed the descriptive approach of research using a questionnaire as a tool of collecting data. Participant of the study includes (96) teachers at primary school who teach EFL in Iraq. They were selected randomly from (6) primary schools in Iraq. They represented (35%) of the EFL teachers population. Their experience of teaching EFL ranged from (5 to 10) years. The sample involved (40) female teachers and (56) male teachers.

Instrument

The researcher designed a questionnaire to explore the role of collaborative learning in developing oral performance of primary school pupils from the teachers' perspectives. By reviewing previous literature and previous studies, the researcher formed a 3 Likert questionnaire of (23) statements distributed over three main dimensions as follows:

Types and Frequency of Collaborative Activities Used which contained (6) statements; Collaborative Learning in Developing Oral Performance which encompassed (8) statements; and Impact of Collaborative Learning on Pupils' engagement and Confidence which encompassed (9) statements. The questionnaire responses ranged from agree to disagree. The questionnaire in its initial form was validated by (9) specialists in TEFL (TEFL professors, EFL teachers and supervisors). Recommendations of the jury members were done accurately. To make sure of the questionnaire reliability and consistence validity, a group of (20 EFL teachers was requested to answer the questionnaire. Results of the pilot study revealed that reliability value using Cronbach Alpha was (0.78), in addition The correlation between an **each item score** and the **total score** ranged between (0.59– 0.65). To further validate the questionnaire, the researcher examines the **correlation between each item score and the total score of the domain to which the**

item belongs using the **Pearson correlation coefficient ranged from (0.38–0.54)** which indicated a high consistent validity.

Data collection

A number of (96) written copies of the questionnaire were distributed to EFL teachers at (6 primary schools) in Iraq, who voluntarily participated in the study. The participants' responses were collected and frequencies and percentages were calculated.

Results

Types and Frequency of Collaborative Activities Used

The first dimension aims to explore the extent to which EFL teachers in primary schools use the collaborative learning activities in their classrooms. Teachers' responses on dimension (1) were collected and counted quantitatively. frequencies and percentages were calculated and analyzed.

No.	Statements	Percentage		
		Agree	Moderately	Disagree
1	I frequently use dialogues and role plays to develop speaking skills.	71 %	19%	10
2	My lessons include peer assessment and reflection on oral performance after oral activities.	82%	12%	8%
3	I usually involve students in storytelling activities	8%	89%	3%
4	I design speaking games that require pupils to interact and collaborate.	75%	21%	4%
5	I encourage my pupils to practice oral English through structured peer interviews regularly.	9%	75%	16%
6	I encourage turn-taking in group tasks.	6%	77%	17%

The data in the previous table reveals the extent to which primary school EFL teachers use collaborative learning activities in their classrooms, specifically to enhance oral performance of their pupils.

Teachers' responses reveal a high effort from teachers in how various collaborative activities are integrated into EFL instruction.

A high percentage of agreement (71%) devoted to using role play and dialogue activities which indicates that dialogues and role plays are usually used in EFL classrooms. This high employment suggests that teachers recognize the value of peer and group oral interaction in promoting oral performance, as such activities create authentic communication based opportunities and simulate real-life interaction.

Another higher percentage (82%) of agreement is devoted to peer assessment and oral reflection, showing a strong commitment to metacognitive and collaborative language learning, which implies that teachers are incorporating constructive feedback on oral performance that empower students to evaluate each others' performance, promoting responsibility and awareness of oral language use.

Although its effectiveness for primary level, storytelling activities get a low level of agreement. The majority of respondents(89%) selected "moderately" for using storytelling activities, suggesting that storytelling is not fully integrated or frequently used. This may be due to the time constraints or students' limited vocabulary at the primary level. Another reason may be because teachers view storytelling as a challenging activity requiring a high vocabulary store and listening abilities. Thus using it could be less frequently or in a simplified form.

A percentage of (75%) agreement shows that interactive games are well employed and pupils are actively engaged. Games that involve pupils in oral practices or repetition of oral structures are reported as being used regularly in classes at the primary level.

A significant (75%) used peer review technique moderately, indicating that peer interviews are used sometimes, not consistently, which may be due to time constraints, or challenges in ensuring all pupils are equally engaged. Teachers might use peer interviews as part of unit closure or assessment techniques, rather than as routine tasks. The moderate use reflects a positive, but cautious attitude towards their integration. In an observed class, learners were given information gap activities, interview sheets where they had to ask their peers questions to complete a profile.

(77%) of the respondents agreed that turn-taking is used moderately which suggests that it is encouraged but not structured well. Only 6% agreed strongly, indicating that teachers might have constraints of large classes to promote equal participation. Teachers may rely on regular form of conversation rather than explicitly training students in turn-taking and mutual interaction. Without clear turn-taking roles, some group discussions may become controlled by higher-proficiency students, limiting collaborative value for others.

The results of the previous data in dimension (1) highlight that the collaborative oral activities are widely valued among primary EFL teachers, especially in the form of role plays, peer feedback, and interactive games. However, more structured activities like storytelling, peer interviews, and turn-taking techniques appear to be used less, which indicate the need for further teacher training or curriculum support in designing and managing these forms of interaction.

Teachers' perspectives of how collaborative learning develop oral performance

The second dimension aimed to investigate teachers' perspectives of how collaborative learning effect on oral performance. Teachers' responses on dimension (2) were collected and counted quantitatively. frequencies and percentages were calculated and analyzed.

No.	Item	Percentage		
		Agree	Moderately	Great
1	Collaborative activities promote pupils' ability to express their ideas orally with more confidence.	21 %	78 %	1%
2	Pupils correct their pronunciation when engaged in oral group tasks.	74%	13%	13%
3	Interaction with peers helps correct oral performance errors in a supportive way.	9%	69%	22%
4	Collaborative tasks provide low-achiever pupils ample opportunities to produce an organized flow of ideas.	9%	83%	8%
5	In collaborative activities many pupils ask each other for clarifying ambiguous words.	22%	76%	2%
6	Group discussions improve pupils' ability to form coherent sentences orally	76%	13%	16%
7	Pupils encourage to use more vocabulary when working in pairs or groups than when working individually.	82.7%	11.8%	5.5%
8	Pupils become more fluent through practicing negotiation with peers.	73%	11%	21%

Based on the previous data which presented teachers' perspectives on how activities and practices of collaborative learning affects oral performance , it could be revealed that (78%) of teachers moderately agreed that collaborative activities promote pupils' ability to express their ideas orally with more confidence , which indicates that collaborative contexts reduce anxiety and create a safer, less judgmental atmosphere for language production. When pupils participate in interactive games or role-plays with familiar peers, they tend to speak more freely and with fearless of making errors. Observation in real classrooms often reveals that even shyful learners

are more likely to speak during small group discussions than during whole-class activities.

A percentage of (74%) of the respondents agree that pupils correct their pronunciation during group tasks. This highlights the role of peer modeling and immediate feedback. In activities such as peer interview, learners often notice and modify their pronunciation to align with that of their classmate. For example, during dialogues, learners may self-correct some words if they hear a peer use these words correctly.

A percentage of (69%) of the respondents agree moderately that interaction with peers helps correct oral errors in a supportive way. During pair tasks, students often rephrase or seek for correction using phrases and questions of clarification.

(83%) of the respondents moderately agreed that collaborative tasks help low-achieving students produce more organized ideas, which indicates that when students of different achievement levels are grouped, the lower-level learners benefit from the structure provided by stronger classmates. For instance, in gap information speaking tasks, weaker students are given roles like note-taker or questioner, which helps them practice oral performance with confidence and clarity, resulting in more coherent responses.

(76%) of the respondents are moderately agree that learners often ask for clarification of unfamiliar words during group work which is typical vocabulary-focused tasks. Teachers can use such tasks to identify active vocabulary zones and promote incidental learning.

A strong percentage (76%) of the respondents agree that group discussions improve pupils' ability to form coherent sentences. It could be revealed that hearing model sentences from peers helps learners internalize proper syntax.

The data shows that (82.7%) agree that pupils may use more vocabulary in groups than alone. This reflects the collaborative dynamic

in tasks like brainstorming or story-building, where students feel encouraged to try new words used by their peers.

Finally, (73%) of the respondents agree that fluency improves through peer negotiation. Negotiation tasks, solving a problem or ranking preferences, encourage learners to keep the conversation continue in good pace.

Thus, all the previous results reveal a clear consensus among EFL teachers that collaborative learning significantly enhances oral performance in terms of confidence, accuracy, fluency, vocabulary use, and sentence structure. Teachers' beliefs align well with empirical classroom observations and language acquisition theories, indicating that collaborative based tasks are not only effective but essential for developing oral language development.

3. Impact of Collaborative Learning on Pupils' engagement and Confidence

The third dimension aimed to investigate teachers' perspectives about the impact of collaborative learning on pupils engagement and confidence. Teachers' responses on dimension (3) were collected and counted quantitatively. frequencies and percentages were calculated and analyzed

No .	Item	Percentage		
		Agree	moderately	Disagree
1	I have observed clear improvement in pupils' confidence while participating in collaborative activities	12%	73%	15%
2	Pupils obviously take risks and try new language during group work.	71%	14%	15%
3	Group work encourages pupils to	22%	70%	8%

	engage in oral exchange.			
4	Collaborative speaking tasks help pupils overcome their fear of making mistakes.	18%	81%	1%
5	Pupils show enthusiasm when participating in collaborative speaking tasks.	21%	67%	12%
6	Most pupils actively contribute to group speaking activities without being prompted.	78%	15%	7%
7	Collaborative activities promote a sense of responsibility and mutual support among pupils.	10%	78%	12%
8	I observe higher levels of engagement when speaking activities are structured collaboratively.	15%	71%	14%
9	Pupils show sustained attention during peer-based speaking tasks.	70%	22%	8%

Based on the quantitative analysis of teachers' responses in the third dimension, which explored the impact of collaborative learning on pupils' engagement and confidence, the results revealed the important role that collaborative interactive activities have in shaping the pupils' engagement and confidence during these oral activities.

Firstly, (73%) of teachers moderately agree that the pupils' confidence appears to be improved, which indicate that while collaborative learning fosters a more supportive environment, more effort to enhance confidence should be excuted. For example, a teacher may report that shyful pupils start contributing short phrases or sentences during group discussions, whereas they remained silent during whole-class discussion.

Secondly, a significant (71%) of teachers agreed that pupils are willing to experiment with new language during group work. This aligns with the principle that collaborative environments reduce the fear of failure. For instance, in a small group discussion about daily routines, a student might attempt using new vocabulary words encouraged by the supportive peer atmosphere.

(70%) of the respondents are moderately agreed that group work increases the pupils' participation in oral exchange. Teachers likely observed more balanced interactions, especially when tasks involved open-ended questions or shared roles. Furthermore, (81%) of the teachers moderately agreed that collaborative tasks helped pupils overcome their fear of making mistakes, highlighting how peer learning creates a psychologically safe space that reduces language anxiety which is a key barrier of confidence.

(78%) of the teachers agreed that pupils were both enthusiastic and active participants in collaborative oral tasks, indicating a good level of engagement which is essential and normal for younger EFL learners who thrive on interactive and social forms of learning.

A majority of teachers (71% moderate) agree on the high levels of engagement when oral activities were structured collaboratively. Similarly, 70% of teachers observed sustained pupil attention during peer-based activities, indicating that when the EFL pupils are actively involved, be responsible for doing the task, and working together towards a shared goal, they are more likely to remain focused and affectively engaged.

Thus, the implementation of collaborative learning activities in EFL classrooms proved to be highly beneficial for developing oral performance, increasing engagement, and boosting learner confidence. The evidence suggests that fostering peer interaction is a pedagogical necessity for promoting oral performance of EFL pupils. Therefore, EFL

educators are encouraged to adopt and adapt collaborative strategies to meet the diverse linguistic and emotional needs of their students.

The previous results demonstrate a closely agreement with previous research promising the pedagogical value of collaborative learning in promoting oral performance and learner's engagement in these activities. Suwantarathip and Wichadee (2014), Shafie et al. (2010) and Fakhruldeen (2021) confirm that collaboration establishes active learning contexts that support continuous interaction and shared meaning-making, which in turn strengthen learners' fluency and confidence in spoken communication. Similarly, Loor et al. (2024) reveal that collaborative settings encourage responsibility and accountability, guiding learners to monitor both their own and their peers linguistic performance, thereby improving oral language accuracy and fluency. Brindley and Walt (2019) reveal the same results, highlighting that group collaboration promotes social interaction, community building, and psychological safety within the learning environment. In the same vein, Ilic (2013) concludes that dialogue, debate, and problem-solving tasks lead to deeper linguistic processing and improved oral production. In accordance with González-Lloret (2020) stresses that collaborative learning is effective when it provides equal opportunities for interaction and constructive feedback, the present study confirm that peer feedback and interactive tasks facilitate not only spontaneous communication but also attention to linguistic form, contributing to both fluency and structural accuracy. Additionally, Avci (2017) demonstrates that authentic collaborative activities enhance learners' exposure to real-life language, improve vocabulary acquisition, and strengthen communicative skills in informal settings. These findings affirm that collaboration encourages language use beyond the classroom, reinforcing fluency through authentic practice.

Conclusions

Based on the previous results, it could be concluded that structured collaborative learning significantly improved students' oral performance, engagement and confidence. Group and pair- activities encourage learners to participate and involve in language practices, contributing to better articulation, good pronunciation, and more expressive speech. Moreover, results indicated that students became more actively involved in learning when engaged in peer interactions. The collaborative learning procedures create a more dynamic and motivated atmosphere where learners showed higher participation, engagement, and sustained attention during oral tasks.

From another perspective, the collaborative learning model fosters a supportive environment that encouraged students to take linguistic risks without fear of judgment. This led to increased confidence, especially among less proficient and shy pupils. Collaborative learning group are constructed in light of different linguistic levels, pupils cooperate together and learn from each other, correct their errors and help each other to do the tasks. This positive classroom climate contributed to reduced speaking anxiety and promoted cooperative learning behaviors.

Recommendations

Based on the previous results and conclusions, it is recommended to

1. Incorporate storytelling and pair interviews activities (discussions, peer reading) into EFL classroom activities to foster regular oral practice in a supportive context.
2. Divide pupils into groups of different proficiency levels in collaborative tasks to allow collaboration and learn from each other and promote mutual support.
3. Design curriculum units that explicitly promote oral performance through collaborative activities aligned with communicative language teaching principles.

4. Assign peer and group assessment techniques that measure not only individual performance but also cooperation, turn-taking, and interactive competence during group tasks.
5. Offer teacher training workshops on implementing collaborative speaking activities, managing group dynamics, and assessing oral skills authentically.
6. Ensure sufficient classroom time and resources to facilitate collaborative oral language practice.

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