

<https://doi.org/10.69639/arandu.v13i2.2286>

Using Collaborative Learning to Strengthen English Speaking Confidence in A2-Level Students

Uso del Aprendizaje Colaborativo para fortalecer la confianza oral en inglés en estudiantes de nivel A2

Hernan Fabricio Solórzano Vidal

hfsolorzanov@ube.edu.ec

<https://orcid.org/0009-0008-3135-9469>

Universidad Bolivariana Del Ecuador
Durán - Ecuador

Jacqueline Elizabeth Lopez Lopez

Universidad Bolivariana del Ecuador
Durán – Ecuador

Josué Reinaldo Bonilla Tenesaca

jrbonillat@ube.edu.ec

<https://orcid.org/0000-0002-6748-2345>

Universidad Bolivariana del Ecuador
Durán – Ecuador

Artículo recibido: 10 abril 2026- Aceptado para publicación: 16 mayo 2026
Conflictos de intereses: Ninguno que declarar.

ABSTRACT

This study analyzes the effectiveness of collaborative learning strategies in strengthening English speaking confidence among A2-level tenth-grade students at Unidad Educativa “Luz de América,” a rural public school in Ecuador. In this educational context, English instruction has traditionally focused on grammar-based methodologies, offering limited opportunities for oral interaction and communicative practice. As a result, students frequently demonstrate low confidence, restricted vocabulary use, inaccurate pronunciation, and reluctance to participate in speaking activities. To address this issue, a mixed-methods, quasi-experimental design with a single-group pre-test and post-test was implemented over a six-week period. The pedagogical intervention incorporated collaborative learning strategies such as role-plays, pair and group storytelling, guided group discussions, problem-solving tasks, and peer interviews. Students’ speaking performance was assessed using CEFR-aligned rubrics evaluating vocabulary, grammar, pronunciation, fluency, and interaction. Data were collected through oral pre- and post-tests, perception surveys, classroom observations, and semi-structured interviews. Quantitative results revealed clear improvement across all speaking components after the intervention. Vocabulary range and fluency showed the most significant gains, while pronunciation and grammatical accuracy also improved consistently. Overall, 60% of students progressed from A2 to A2+ level, and an additional 23% consolidated their A2 performance. Qualitative findings

indicated reduced speaking anxiety, increased motivation, and greater willingness to communicate in English, particularly during peer-supported activities. The findings confirm that collaborative learning is an effective, low-cost, and inclusive pedagogical approach for enhancing speaking confidence and oral performance in EFL classrooms, especially in rural and under-resourced educational settings.

Keywords: collaborative learning, speaking confidence, A2 level, EFL, rural education

RESUMEN

El presente estudio analiza la efectividad de las estrategias de aprendizaje colaborativo en el fortalecimiento de la confianza oral en inglés de estudiantes de décimo grado con nivel A2 en la Unidad Educativa “Luz de América”, una institución pública rural del Ecuador. En este contexto educativo, la enseñanza del inglés ha estado tradicionalmente centrada en enfoques gramaticales, con escasas oportunidades para la interacción oral y la práctica comunicativa, lo que ha generado baja confianza, uso limitado del vocabulario, dificultades de pronunciación y resistencia a participar en actividades orales. Para abordar esta problemática, se aplicó un diseño de investigación mixto experimental con pretest y un post test a un solo grupo durante un período de seis semanas. La intervención pedagógica incluyó estrategias de aprendizaje colaborativo como juegos de rol, narración de historias en parejas y grupos, discusiones guiadas, tareas de resolución de problemas y entrevistas entre pares. El desempeño oral fue evaluado mediante rúbricas alineadas al MCER, considerando vocabulario, gramática, pronunciación, fluidez e interacción. Los datos se recopilaron a través de pruebas orales, encuestas de percepción, observaciones de aula y entrevistas semiestructuradas. Los resultados cuantitativos evidenciaron mejoras significativas en todas las dimensiones de la expresión oral tras la intervención. El vocabulario y la fluidez mostraron los mayores avances, mientras que la pronunciación y la precisión gramatical también presentaron progresos constantes. En términos generales, el 60% de los estudiantes alcanzó el nivel A2+, y el 23% consolidó su nivel A2. Los datos cualitativos revelaron una disminución de la ansiedad al hablar, mayor motivación y una mayor disposición para comunicarse en inglés, especialmente en actividades colaborativas. Se concluye que el aprendizaje colaborativo constituye una estrategia pedagógica eficaz, accesible e inclusiva para fortalecer la confianza oral en contextos EFL rurales y con recursos limitados.

Palabras clave: aprendizaje colaborativo, confianza oral, nivel A2, inglés como lengua extranjera, educación rural

Todo el contenido de la Revista Científica Internacional Arandu UTIC publicado en este sitio está disponible bajo licencia Creative Commons Attribution 4.0 International. 

INTRODUCTION

English oral communication is a key component of language proficiency, yet it remains one of the most challenging skills to develop, particularly in rural educational contexts where learners have limited exposure to authentic language use. In many Ecuadorian public and semi-public schools, English instruction traditionally revolves around textbook-based grammar drills, vocabulary lists, and translation exercises, leaving little room for meaningful interaction or spontaneous speech. This results in low confidence, high problems, and a lack of fluency among students, especially those at the A2 level.

In response to these issues, collaborative learning has emerged as a promising pedagogical alternative. Rooted in Vygotsky's Sociocultural Theory and constructivist principles, collaborative learning encourages students to engage in shared tasks, negotiate meaning, and support each other's learning processes. According to Johnson and Johnson (2017), structured group work promotes individual accountability, equal participation, and positive interdependence. These principles are particularly effective in developing speaking confidence, as students feel less isolated and more supported during oral tasks.

Research by Dana and Aminatun (2022) and Alcívar Llor et al. (2023) highlights that collaborative learning reduces speaking problems, increases peer support, and enhances oral fluency and pronunciation through repeated practice in a low-pressure setting. In this context, confidence in speaking is defined as the learner's perceived ability to communicate ideas effectively, without fear of making mistakes, while demonstrating fluency and interactional skills.

This study investigates how collaborative learning strategies such as pair work, small group discussions, storytelling, and peer feedback can enhance the oral speaking confidence of A2-level students in the 10th grade at Unidad Educativa "Luz de América," located in a rural parish of Santo Domingo, Ecuador. The school serves students from diverse socio-economic backgrounds, many of whom face limited access to English resources outside the classroom.

This research investigates whether collaborative learning can improve English speaking confidence in 10th-grade students. The study focuses on three specific objectives:

1. Assessing speaking performance through CEFR-aligned pre- and post-tests
2. Analyzing perceptions via surveys and interviews.
3. Observing classroom behavior related to participation and peer interaction.

The significance of this research lies in its contribution to inclusive and participatory English teaching practices in under-resourced environments. By integrating collaborative learning into the EFL classroom, educators can create more meaningful and interactive learning experiences that build not only linguistic competence but also self-assurance and motivation among learners.

MATERIALS AND METHODS

Research Design

This study employed a mixed-methods approach within a quasi-experimental, pre-test/post-test design in a single group. This design allowed the researcher to collect both quantitative data, to measure improvement in speech, and qualitative data, to understand the students' experiences and perceptions. This methodological triangulation ensured the reliability and depth of the analysis, in line with the proposal by Fetters and Molina-Azorin (2020), who argue that combining data types improves the interpretive quality of classroom studies.

Participants

The study involved 30 tenth-grade students (16 girls and 14 boys) from the "Luz de América" Educational Unit, a semi-rural school located in Santo Domingo de los Tsáchilas. The total tenth-grade population is 120 students. The sample was selected using purposive sampling based on the following criteria: the students possessed an A2 level of English proficiency, diagnosed through placement activities; they regularly attended the English language lab and had parental consent to participate; and the group represented mixed levels of academic achievement, which facilitated diverse peer collaboration.

Instruments

1. Pre- and post-intervention oral tests: Designed according to the CEFR A2 level oral expression descriptors, these tests required students to describe personal experiences, express opinions, and participate in brief role-playing activities. A rubric was used to assess five dimensions: fluency, vocabulary, pronunciation, grammar, and interaction.
2. Observation checklist: This tool focused on peer interaction, engagement, and participation in tasks. Teachers recorded real-time observations related to turn-taking, English use during activities, peer feedback and encouragement, and nonverbal indicators like enthusiasm.
3. Semi-structured interview guide: Based on the Technology Acceptance Model (TAM) adapted to collaborative classroom contexts, the interviews explored students' attitudes toward collaborative activities, the perceived usefulness of peer interaction for improving speaking skills, and suggestions for future improvements.

Procedure

The research was conducted over six consecutive weeks and included the following phases:

Diagnostic phase: An oral placement task and an initial survey were administered to establish a baseline of oral performance and students' initial perceptions.

Intervention phase: A series of collaborative learning activities were implemented, including role-playing simulations of situations such as shopping, giving advice, and school life; paired storytelling using images; group problem-solving tasks, such as planning an event; and peer interviews with presentations of results.

Evaluation phase: A post-intervention oral test and a final survey were administered. Additionally, semi-structured interviews were conducted with a subgroup of students to explore their perceptions in greater depth.

Data Analysis

Quantitative data, derived from pre- and post-intervention test scores and survey responses, were analyzed using descriptive statistics to identify patterns of improvement. Qualitative data, obtained from interviews and observations, were thematically coded and organized into emergent categories such as motivation, peer support, and active participation. This process allowed for triangulation of the findings and a comprehensive understanding of the impact of collaborative strategies.

Ethical Considerations

This study followed all applicable ethical guidelines. Informed consent was obtained from both the students and their parents or guardians. Anonymity was preserved through coding of responses. Students were informed that they could withdraw voluntarily at any time without academic consequences. The research protocol was reviewed and approved by the relevant school authorities.

RESULTS AND DISCUSSION

The implementation of collaborative activities over six weeks generated observable and measurable gains in students' oral performance.

The quantitative results, presented in Table 1, reveal that of the 30 participants, 18 students (60%) improved their level from A2 to A2+, demonstrating significant progress in the dimensions assessed by the CEFR rubric. Seven students (23%) progressed from an initial A1-A2 level to a consolidated A2 level, while five students (17%) showed no significant changes in their oral performance.

Table 1

Distribution of post-intervention results (n=30)

Category	Number of students (n)	Percentage (%)	Confidence interval (95%)
A2+	18	60	42–76
A2	7	23	11–42
No change	5	17	6–35

Note: Confidence intervals were calculated using the Wilson method for binomial proportions. These quantitative findings were complemented and enriched by qualitative data.

Surveys administered before and after the intervention indicated a substantial increase in

perceived oral confidence and motivation to participate in speaking activities. Students reported feeling more comfortable expressing themselves in English, attributing this improvement to the supportive environment created by collaborative work. Classroom observations documented improvements in spontaneous interaction, turn-taking, and students' ability to provide constructive feedback to their peers.

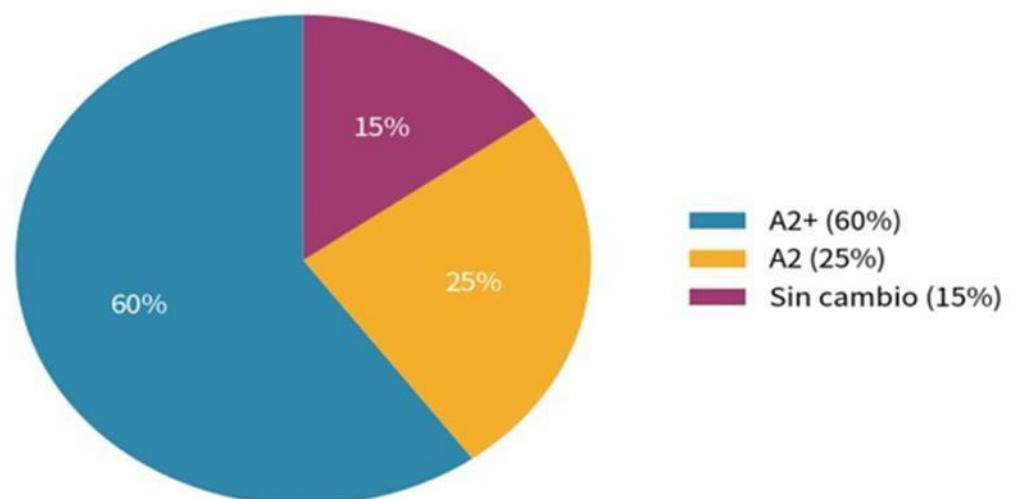
Semi-structured interviews revealed that students particularly valued dynamic and cooperative activities over traditional teacher-centered instruction. Participants expressed that collaborative tasks, such as role-playing and storytelling, provided them with authentic and meaningful contexts for practicing speaking English. Several students mentioned that their nerves of making mistakes decreased considerably when working in small groups, as they perceived a less consideration and more supportive environment.

These results confirm the findings reported by Slavin (1996) and Gillies (2016) on the academic and affective benefits of cooperative learning in language classrooms. They also align with recent research highlighting the role of collaborative learning in reducing language problems and strengthening communicative readiness in English as a foreign language contexts.

The figures below visually illustrate the distribution of the results and the methodological procedure implemented:

Figura 1

Distribución de resultados post-intervención (n=30)



The figure presents the percentage distribution of the levels achieved by the students after the intervention. It shows that 60% reached A2+, 23% remained at A2, and 17% showed no change, suggesting an overall positive impact of the collaborative activities on improving oral performance.

The conceptual model summarizes the proposed pedagogical mechanism: collaborative learning activities (role-plays, storytelling, and discussions) promote positive interdependence and individual accountability, which reduces problems and strengthens peer support. As a result, the willingness to speak and repeated practice increase, key elements for building oral confidence.

Figura 2

Diagrama conceptual: aprendizaje colaborativo y confianza oral



The bar chart shows the number of students per level at the end of the intervention: 18 students at A2+, 7 at A2, and 5 with no change. This distribution supports the main finding: the majority improved their oral performance.

Figura 3

Conteos por categoría (n=30)

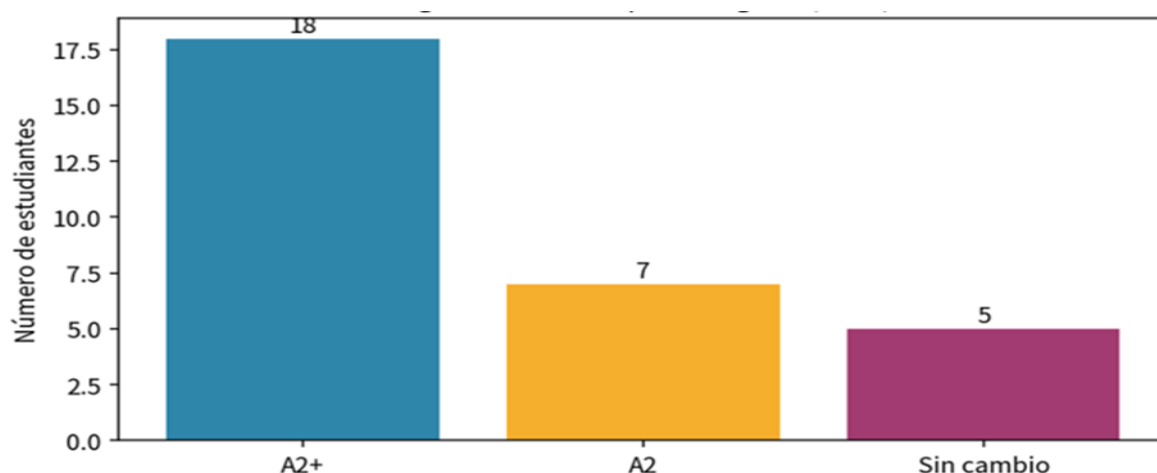


Figura 4

Distribución porcentual (barra 100%)

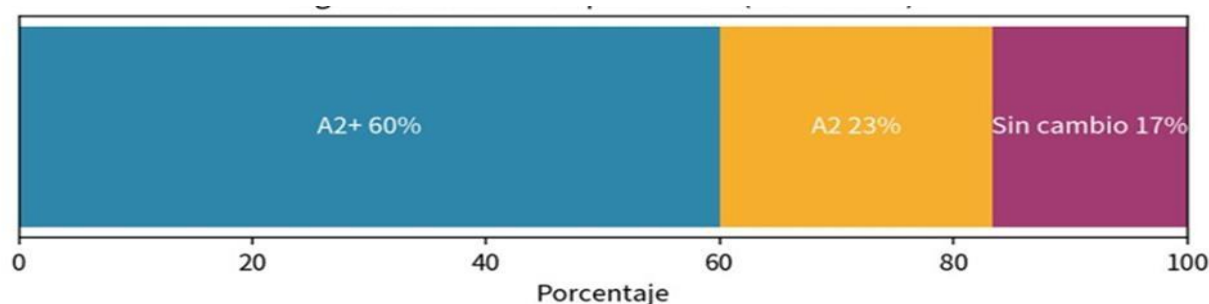


Figure 4 represents the percentage distribution in a stacked bar chart (100%), showing A2+

60%, A2 23%, and no change 17%. This chart allows for a quick reading of the proportion of students in each category.

Figura 5

Línea de tiempo del procedimiento (6 semanas)



The timeline summarizes the study procedure: initial diagnosis (pre-test + survey), development of weekly collaborative activities (role-plays, storytelling, discussions, problem-solving), and final evaluation (post-test + survey + interview). This strengthens the methodological clarity of the article.

Figura 6

Instrumentos de recolección de datos (enfoque mixto)



The scheme summarizes the instruments of the mixed approach: pre/post oral tests aligned to the CCER A2 with a five-dimensional rubric, pre/post surveys on confidence and motivation, observation checklist and semi-structured interviews.

Limitations and Future Directions

Despite the encouraging results, this study has some limitations that should be considered when interpreting the findings. First, the quasi-experimental, single-group (pre-test/post-test) design without a control group limits the ability to attribute the improvements solely to the collaborative intervention, as other contextual factors could have played a role. It is recommended that the study be replicated with a control group to strengthen the internal validity of the results.

Second, the six-week intervention period, while sufficient to observe initial changes, may not be adequate to assess the long-term stability of the improvements in oral confidence. Future research should extend the study duration and conduct follow-up studies to determine whether the observed benefits are sustained over time.

Finally, the generalizability of these findings is limited to the specific rural context described. It is suggested that the research be replicated in other educational settings, such as urban and semi-urban contexts, as well as with students at different CEFR levels, to assess the transferability of collaborative strategies across diverse English language teaching contexts.

CONCLUSIONS

The results of this study demonstrate that collaborative learning strategies significantly improved students' confidence and participation in oral English activities. The supportive peer environment fostered a sense of security, engagement, and motivation that facilitated the development of communicative skills. Collaborative activities, such as role-playing, group storytelling, and team problem-solving, provided authentic contexts for students to use English meaningfully. Participants not only increased their confidence in speaking but also demonstrated greater fluency, vocabulary, and willingness to communicate in English.

In rural educational settings with limited technological and linguistic resources, collaborative learning emerges as an effective, low-cost, and inclusive pedagogical strategy for improving oral skills. These findings align with global research advocating for active learning, peer interaction, and student-centered practices in teaching English as a foreign language.

Educators are encouraged to systematically integrate collaborative activities into their lesson plans, structuring clear roles and providing rubric-guided feedback to maximize the benefits of this methodology. Furthermore, educational institutions should consider teacher training in collaborative learning strategies as a priority to strengthen the quality of English language teaching in rural contexts.

REFERENCES

- Alcívar Loor, K. V., et al. (2023). Cooperative, collaborative learning enhances students' ability to improve their oral communication. *Revista Científica Multidisciplinaria*, 8(6), 1939–1952.
- Barkley, E. F., Cross, K. P., & Major, C. H. (2014). *Collaborative learning techniques: A handbook for college faculty* (2nd ed.). Jossey-Bass.
- Brown, H. D. (2015). *Teaching by principles: An interactive approach to language pedagogy* (4th ed.). Pearson Education.
- Burns, A. (2019). Action research in English language teaching: Contributions and recent developments. *Language Teaching*, 52(2), 143–156. <https://doi.org/10.1017/S0261444818000323>
- Chou, M. H. (2018). Speaking problems and strategy use for learning English as a foreign language in full and partial immersion contexts. *TESOL Quarterly*, 52(3), 611–633. <https://doi.org/10.1002/tesq.455>
- Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, teaching, assessment – Companion volume*. Council of Europe Publishing.
- Dana, I., & Aminatun, D. (2022). Investigating the causes of speaking problem among EFL adult learners. *Journal of English Language Teaching and Learning*, 13(4), 40–52.
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge University Press.
- Ellis, R. (2017). *Task-based language teaching: Concepts, classroom practice, and lesson planning*. Oxford University Press.
- Fetters, M. D., & Molina-Azorin, J. F. (2020). *Fundamentals of mixed methods research*. SAGE Publications.
- Ghaith, G. (2018). Teacher perceptions of the impact of cooperative learning on English as a foreign language writing. *Language Teaching Research*, 22(5), 582–602. <https://doi.org/10.1177/1362168816684363>
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39–54.
- Harmer, J. (2015). *The practice of English language teaching* (5th ed.). Pearson Education.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Jacobs, G. M., & McCafferty, S. G. (2017). The role of collaborative learning in second language education. *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/10.1002/9781118784235.eelt0500>
- Johnson, D. W., & Johnson, R. T. (2017). *Cooperative learning*. University of Minnesota Press.
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. Kagan Publishing.

- Liu, M., & Jackson, J. (2009). Reticence in oral English language classrooms: A case study in China. *TESOL Quarterly*, 43(1), 91–113. <https://doi.org/10.1002/j.1545-7249.2009.tb00295.x>
- Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.
- MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching*, 2(2), 193–213. <https://doi.org/10.14746/ssllt.2012.2.2.4>
- Richards, J. C. (2017). *Curriculum development in language teaching* (2nd ed.). Cambridge University Press.
- Slavin, R. E. (1996). Research on cooperative learning and achievement. *Contemporary Educational Psychology*, 21(1), 43–69.

ANNEXES

Instruments Content Validation Dossier Through Experts' Judgement Cover Letter Certificate of Instrument Validations (Dependent and Independent Variables)



COVER LETTER

Dr./ MSc: Josué Bonilla Tenesaca

Subject: Instrument Content Validation through Expert Judgment.

It is with great pleasure that we contact you to express our regards and to inform you that being a student of the **Master's program in Pedagogy of English as a Foreign Language** at UBE, cohort III, we are required to validate the instruments with which we will collect the data needed to develop our research to obtain the Master's degree.

This research proposal is under the title: **Collaborative Learning To Develop English Speaking Confidence In A2 Students** and as it is essential to obtain the approval of specialized professors to implement the tools as mentioned earlier, we considered it convenient to call upon you, given your renowned experience in educational issues and/or educational research.

The validation dossier, which is sent to you, contains:

- Cover letter.
- Operationalization matrix of the variables (dimensions, indicators, items, levels or ranges).
- Instrument(s) to be validated.

Expressing our feelings of respect and consideration, We bid you farewell, but not before thanking you for your attention to this request.

Sincerely yours,

Signature

HERNAN FABRICIO SOLORZANO VIDAL

I.D.: 1712800448

Appendix A: Pre-study Survey



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: Collaborative Learning To Develop English Speaking Confidence In A2 Students
AUTHOR(S): Hernan Fabricio Solorzano Vidal

I. EXPERT VALIDATION CERTIFICATES

Variable: Collaborative Learning (Independent)

Nº	Dimensions/Items	Pertinence		Relevance		Accuracy		Suggestions/Observations
		Yes	No	Yes	No	Yes	No	
	Collaborative Learning							
1	Observation items allow monitoring of collaborative behaviors (peer work)	X				X		
2	Interview questions assess usefulness of collaboration in learning to speak	X				X		
3	Observation tracks level of engagement during group speaking tasks	X				X		
4	Checklist measures frequency of peer feedback and cooperation	X				X		
5	Interview for teachers assesses collaborative dynamics during intervention	X				X		

Comments (specify if there is sufficiency): _____

Assessment of Applicability: Applicable [☒] Applicable after Correction [] Not Applicable []

Validator's full names. Dr/ MSc: JACQUELINE ELIZABETH LOPEZ LOPEZ ID: _____

Validator's area of expertise: _____

Date: 22/05, 2025

¹Pertinence: The item corresponds to the theoretical concept declared.

²Relevance: The item is appropriated to represent the component declared in the specific dimensions of the variable.

³Accuracy: The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to measure the dimensions.

Expert's signature.



CERTIFICATE OF VALIDATION OF THE MEASUREMENT INSTRUMENTS THROUGH EXPERT JUDGEMENT

TITLE OF RESEARCH: Collaborative Learning To Develop English Speaking Confidence In A2 Students

AUTHOR(S): Hernan Fabricio Solorzano Vidal

Variable: English Speaking Confidence (Dependent)

Nº	Dimensions/Items	Pertinence		Relevance		Accuracy		Suggestions/Observations
		Yes	No	Yes	No	Yes	No	
	English Speaking Confidence							
1	Survey questions assess willingness to speak	X				X		
2	Speaking rubric evaluates fluency, vocabulary, grammar, and pronunciation	X				X		
3	Student interview explores changes in confidence and comfort during speaking	X				X		
4	Teacher interview assesses student improvement and confidence post-intervention	X				X		
5	Survey and interviews reflect perceived ability and participation level	X				X		

Comments (specify if there is sufficiency): _____

Assessment of Applicability: Applicable [☒] Applicable after Correction [] Not Applicable []

Validator's full names. Dr/ MSc: JACQUELINE ELIZABETH LOPEZ LOPEZ ID: _____

Validator's area of expertise: _____

Date: 22/05/2025

¹Pertinence: The item corresponds to the theoretical concept declared.

²Relevance: The item is appropriated to represent the component declared in the specific dimensions of the variable.

³Accuracy: The item is understandable, concise, direct and clear.

Note: Applicable means when all items established are enough to measure the dimensions.

Expert's signature.

Appendix B: IELTS-Inspired Speaking Rubric

Appendix A: Diagnostic Speaking and Confidence Survey

I

Pre-study Survey (Speaking Confidence and Collaborative Learning)

1. How often do you participate in English speaking activities during class?
(Daily / Weekly / Occasionally / Rarely / Never)

2. How confident do you feel when speaking English in front of your classmates?
(1 = Not confident, 5 = Very confident)

3. What difficulties do you face when speaking English? (Check all that apply)

☐ Pronunciation
☐ Vocabulary
☐ Grammar
☐ Nervousness
☐ Lack of ideas
☐ Other: _____

4. How often do you work in pairs or groups during English class?
(Always / Often / Sometimes / Rarely / Never)

5. How comfortable do you feel working with classmates in speaking tasks?
(Strongly Agree / Agree / Neutral / Disagree /)

6. Do you think working in groups can help you improve your speaking skills?
(Yes / No) Explain: _____

7. Write one example of a group speaking activity you have enjoyed in the past:

Appendix C: Post-Study Survey

▲ **Speaking Assessment Rubric**

Criteria	4 = Excellent (A2+)	3 = Good (A2)	2 = Fair (A1-A2)	1 = Needs Improvement (Below A1)
Fluency	Speaks smoothly with very few pauses	Speaks with occasional pauses but maintains understandable flow.	Frequent pauses; occasionally disrupts communication.	Speech is fragmented; long pauses, hard to follow.
Pronunciation	Accurate and clear pronunciation with only minor slips.	Mostly clear with a few noticeable mispronunciations.	Pronunciation problems sometimes affect understanding.	Mispronunciation significantly affects comprehensibility.
Vocabulary Range	Uses a variety of topic-appropriate vocabulary with confidence.	Uses basic vocabulary appropriately; occasional repetition.	Limited vocabulary; noticeable repetition and gaps.	Very restricted vocabulary; frequent errors
Grammar Accuracy	Consistently uses Present Simple correctly with minor errors.	Generally accurate with some errors in Present Simple structures.	Frequent grammatical mistakes affect meaning.	Little or no control of basic grammar; errors obstruct communication.
Willingness to Speak	Frequently initiates and responds; shows confidence.	Responds when prompted; some signs of confidence.	Needs encouragement to respond or elaborate.	Avoids speaking.

Scoring Guide:

- Total Score: Add the points from all five criteria (maximum = 20 points).
- CEFR Level Estimation:
 - o 17-20 points: A2+ (Excellent)
 - o 13-16 points: A2 (Good)
 - o 9-12 points: A1-A2 (Fair)
 - o Below 9 points: Below A1 (Needs Improvement)

Evaluator's Comments (optional):

Evaluator's Name: _____
Date: _____
Student's Name: _____
Grade/Level: _____

APPENDIX D: POST-STUDY SURVEY

Instructions: Please answer honestly about your experience during the collaborative learning activities. Your responses will help improve future English-speaking programs. All data will remain anonymous and confidential.

1. General Information

Age: _____

Gender: _____

Current CEFR English Proficiency Level (Self-Assessment)

☐ A1 ☐ A2 ☐ A2+ ☐ Other: _____

Prior Experience with Collaborative Learning in English Classes:

☐ None ☐ Occasional ☐ Frequent

2. Learning Experience with Collaborative Activities

2.1 Task Clarity

How clear were the instructions for collaborative activities (e.g., role-plays, storytelling, group discussions)?

☐ Very clear ☐ Clear ☐ Neutral ☐ Slightly unclear ☐ Not clear at all

2.2 Usefulness for Speaking Confidence

How much did working with peers help you feel more confident speaking English?

☐ Extremely helpful ☐ Helpful ☐ Neutral ☐ Slightly unhelpful ☐ Not helpful at all

2.3 Peer Interaction Quality

How would you rate the quality of communication and support among your group members?

☐ Excellent ☐ Good ☐ Average ☐ Poor ☐ Very poor

2.4 Activity Variety

Were the types of activities (role-play, storytelling, discussions) varied enough to keep you engaged?

☐ Yes, very varied ☐ Somewhat varied ☐ Not varied enough

3. Skill Development

3.1 Perceived Improvement

Rate your improvement after the collaborative learning sessions:

Skill	No Improvement	Slight Improvement	Moderate Improvement	Significant Improvement
Fluency (Speech Flow)	☐	☐	☐	☐
Pronunciation Accuracy	☐	☐	☐	☐
Vocabulary Usage	☐	☐	☐	☐
Interaction Skills	☐	☐	☐	☐

3.2 Real-Life Application

Do you feel more confident using English in real-life situations after the project?

☐ Yes, significantly ☐ Yes, moderately ☐ Neutral ☐ No, not yet

3.3 Open Response

How do you plan to use your improved speaking skills in the future?

4. Motivation & Challenges

4.1 Motivation Source

What motivated you most during the study? (Select all that apply)

☐ Enjoyment of group work

☐ Learning from peers

☐ Teacher support

☐ Opportunity to speak more

☐ Other: _____

4.2 Challenges Faced

What difficulties did you encounter? (Select all that apply)

☐ Difficulty understanding peers

☐ Unequal participation in groups

☐ Lack of vocabulary

☐ Nervousness speaking in front of peers

☐ Other: _____

RESEARCH METHODOLOGY	
Population, Sample and Sampling	
<u>Population</u>	120 tenth-grade students.
<u>Sample</u>	30 students (A2 level), ages 14–15
<u>Sampling</u>	Purposive, based on low speaking confidence

DATA COLLECTION AND ANALYSIS

Quantitative: Pre/post-test scores analyzed via descriptive statistics and Bayesian t-tests

Qualitative: Interviews and classroom observations coded thematically

Ethical Measures:

- Informed consent
- Voluntary participation
- Confidentiality
- Institutional approval

Appendix D: Results Analysis

RESULTS ANALYSIS

Pre vs. Post Test Results:

- Pre-test avg.: 3.63/10
- Post-test avg.: 8.63/10
- Improvement: +62.79%

RESULTS ANALYSIS

SURVEY AND INTERVIEW RESULTS

- 80% reported increased confidence
- 70% more motivated to speak English
- Students preferred group tasks and reported greater enjoyment