



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Informe final del trabajo de Titulación previo a la obtención del título de  
Licenciado/a en Pedagogía del Idioma Inglés.**

---

Theme:

Collaborative output tasks and speaking skills

---

**Author:** Miranda Moya Evelyn Alexandra

**Tutor:** Lcda. Escalante Gamazo Marbella Cumandá, Mg.

Ambato – Ecuador

2024

## **SUPERVISOR APPROVAL**

### **CERTIFY:**

I, Mg Marbella Cumandá Escalante Gamazo, holder of the I.D No. 1802917250, in my capacity as supervisor of the Research dissertation on the topic: “Collaborative output tasks and speaking skills” investigated by Miss Evelyn Alexandra Miranda Moya with I.D No. 1850626514, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

.....  
Lcda./Mg. Escalante Gamazo Marbella Cumandá  
C.C. 1802917250

## DECLARATION PAGE

I declare this undergraduate dissertation entitled "Collaborative output tasks and speaking skills" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

A handwritten signature in blue ink, appearing to read 'Evelyn Alexandra Miranda Moya', with a circular flourish at the end.

.....  
Evelyn Alexandra Miranda Moya  
I.D. 185062651-4

AUTHOR

**TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y  
DE LA EDUCACIÓN**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "Collaborative output tasks and speaking skills " which is held by Evelyn Alexandra Miranda Moya undergraduate student from Carrera de Idiomas, academic period October 2023 – February 2024, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, *January 2024*

**REVISION COMMISSION**

.....

Mg. Manuel Xavier Sulca Guale  
REVISER

.....

Mg. Ruth Elizabeth Infante Paredes  
REVISER

## **COPYRIGHT REUSE**

I, *Evelyn Alexandra Miranda Moya* with I.D. No. *185062651-4*, confer the rights of this undergraduate dissertation "*Collaborative output tasks and speaking skills*", and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Técnica de Ambato, without any kind of profit from it.

.....  
Evelyn Alexandra Miranda Moya  
I.D 185062651-4

**AUTHOR**

## **DEDICATION**

### **TO:**

I am grateful for the effort, time, and dedication I have invested. I express my gratitude to my parents, who have been the main source of inspiration for all my achievements. I also appreciate the support and love of my siblings Cynthia and Jonathan. My friends Monica, Emily, Belen, Karen, Jemima, Valeria, and Randy have always been with me throughout the study process encouraging me.

*Alexandra.*

## **ACKNOWLEDGEMENTS**

I express my gratitude to my parents and my entire family, who have always been my unconditional support. I also want to thank my friends, who made this period more joyful and continually provided me with opportunities to grow and reveal additional aspects of my personality. Last but not least, I thank my teachers for being my guides in the learning process and for patiently teaching me new lessons.

*Alexandra.*

## TABLE OF CONTENTS

Supervisor Approval .....	ii
Declaration Page .....	iii
Board of Examiners Approval page .....	iv
Copyright Reuse .....	iv
Dedication .....	v
Acknowledgements .....	vi
Table of Contents .....	vii
Index of Tables and Figures .....	viii
Index of tables .....	viii
Abstract .....	ix
Resumen .....	x
Chapter I .....	1
1.1 Research Background .....	1
1.2 Theoretical Framework .....	6
Independent variable .....	6
Dependent variable .....	14
1.3. Objectives .....	21
Chapter II .....	22
2.1 Materials .....	22
Chapter III .....	27
3.1 Analysis and Discussion of the Results .....	27
Chapter IV .....	36
4.1 Conclusions .....	36
4.2 Recommendations .....	37
References .....	39
Annexes .....	43



## INDEX OF TABLES AND FIGURES

### Index of tables

Table 1: <i>Population</i> .....	25
Table 2: <i>Types of collaborative output tasks</i> .....	27
Table 3: <i>Strategies for speaking</i> .....	28
Table 4: <i>Effectiveness of collaborative output tasks</i> .....	29
Table 5: <i>Open-ended questions</i> .....	31

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**THEME:** “Collaborative output tasks and speaking skills”

**AUTHOR:** Evelyn Alexandra Miranda Moya

**TUTOR:** Lic. Mg. Marbella Cumandá Escalante Gamazo

**ABSTRACT**

The current descriptive study describes the students' perspective on collaborative output tasks to improve speaking skills, 66 students (42 females, 24 males) agreed to participate freely and voluntarily. Data collection was collected through a survey that contained 22 items on a Likert scale and three open questions. Cronbach's Alpha coefficient validated the instrument with a value of 0.947, and expert validation. The results highlighted that the collaborative output tasks most frequently used by students are group discussions and presentations, these being popular in the academic environment. Also, various speaking strategies were identified to enhance oral skills, highlighting the use of technological applications to master pronunciation and the use of body language as primary strategies, given that students value clarity in oral expression. Additionally, findings indicated that students perceive greater effectiveness in role-playing and group presentations, as they contribute to improving fluency, increasing confidence, and expanding vocabulary repertoire. Teachers must strike a balance when using collaborative output tasks because if they use them repeatedly, students tend to get bored and it is good for them to know a variety of tasks to help them improve their speaking skills.

*Key words: Collaborative output tasks, speaking strategies, types, effectiveness.*

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**RESUMEN**

El presente estudio descriptivo se desarrolla en la Universidad Técnica de Ambato con estudiantes de nivel intermedio del programa “Pedagogía de los Idiomas Nacionales y Extranjeros” describe la perspectiva de los estudiantes sobre tareas de salida colaborativa para mejorar las habilidades orales, 66 estudiantes (42 mujeres, 24 hombres) aceptaron participar libre y voluntariamente. La recolección de datos se realizó a través de una encuesta que contenía 22 ítems en escala Likert y tres preguntas abiertas. El coeficiente Alfa de Cronbach validó el instrumento con un valor de 0,947 y la validación de expertos respaldó y confirmó su solidez. Y los resultados resaltaron que las tareas de producción colaborativa más utilizadas por los estudiantes son las discusiones y presentaciones grupales, siendo estas populares en el ambiente académico. También se identificaron diversas estrategias de habla para potenciar las habilidades orales, destacando el uso de aplicaciones tecnológicas para dominar la pronunciación y el uso del lenguaje corporal como estrategias primarias, dado que los estudiantes valoran la claridad en la expresión oral. Además, los hallazgos indicaron que los estudiantes perciben una mayor efectividad en los juegos de roles y presentaciones grupales, ya que contribuyen a mejorar la fluidez, aumentar la confianza y ampliar el repertorio de vocabulario. Los profesores deben lograr un equilibrio al utilizar tareas de producción colaborativa porque si las usan repetidamente, los estudiantes tienden a aburrirse y es bueno que conozcan una variedad de tareas que les ayuden a mejorar sus habilidades orales.

*Palabras clave: Tareas de resultados colaborativos, estrategias para hablar, tipos y eficacia.*

# **CHAPTER I.**

## **THEORETICAL FRAMEWORK**

### **1.1 Research Background**

Education is the process of facilitating the learning skills, values, beliefs, and habits through storytelling, discussion, teaching, example, training, or research. Learning activities are the different tasks or exercises that a person or a group of them carry out with the purpose of advancing the learning process. These activities may be executed within the confines of the classroom or in extracurricular settings, either independently or collaboratively, whether integrated into a formal curriculum or pursued independently. Furthermore, diverse scholarly resources were utilized to support the investigation. The information was taken into account from different academic sources such as Taylor and Francis, Research Gate, and Google Scholar. The information compiled addresses the use of collaborative output tasks and speaking skills.

Ghadiri and Heidar (2022) aimed to determine how collaborative output tasks affected Iranian intermediate EFL students' knowledge of active and passive voice. The design of this study was quasi-experimental. Forty English learners participated in the study. Two groups were formed, one experimental and the other control each group with 20 students. The experimental group learned active/passive voice through collaborative output tasks, while the control group received the conventional treatment. In order to measure the understanding of active and passive voice among students at the initiation and culmination of the investigation, two equivalent examinations were developed pre-tests and post-tests. The results manifested that members of the experimental group outperformed members of the control group in all areas. Therefore, the use of collaborative production tasks in teaching active/passive voice was found to result in a higher level of knowledge improvement.

Pishadast (2022) decided to measure the impact of collaborative output tasks on the lexical collocation of Iranian EFL learners. To achieve this, 60 students were selected to participate in this experiment based on their performance on the Oxford Placement Test (OPT). Students were divided into two equal groups: experimental and control. Participants in the experimental group were assigned collaborative output tasks involving collocations to review without memorization or rote learning. The control group was

taught vocabulary using the teaching strategies established at the institution. Participants in both groups took the post-test to assess their understanding of lexical collocation. The scores of the experimental group and the control group on the post-tests differed significantly when the post-test scores of the two groups were compared. Group projects have been shown to be successful in improving the collocation skills of EFL learners. The focus on the linguistic forms that collaborative output tasks provide to students helps foster their communicative interactions with each other. The current study examines the effectiveness of output tasks, helping teachers incorporate them into their lesson plans to raise the ability of their instruction.

Dehqan and Amiri (2017) examined how two different types of collaborative output tasks worked on Iranian EFL learners' use of comparative adjectives with two or more syllables. In this study, 30 Iranian EFL students were divided into an experimental group and a control group. One of the experimental groups completed dictogloss tasks in four pairs, while the other received text reconstruction editing tasks in six pairs. Data was collected using a grammaticality judgment test (GJT) and an audio recording of students' interactions using pre-tests, post-tests, and delayed post-tests. The experimental group improved more than the control group, and the text reconstruction editing group outperformed the dictogloss group in identifying and learning English comparative adjectives with two or more syllables, according to a comparison of the mean scores of the three groups in the GJT. The results of this study also communicated that both the text reconstruction editing group and the dictogloss editing group successfully solved most of the problems that were present in all couples, although the text reconstruction editing group did so more frequently.

Nassaji and Tian (2010) pointed out that recent research on second language (L2) teaching has promoted collaborative activities in L2 classrooms. In this study, the effectiveness of two types of output tasks (cloze reconstruction tasks and edit reconstruction tasks) for teaching phrasal verbs in English was investigated and compared. It was interesting to see whether working on the tasks together improved students' understanding of the target verbs more than working on them alone. It was also interesting to see if the type of task mattered. The study was conducted in two intact lower-intermediate adult ESL classrooms. A vocabulary knowledge test that was administered before and after treatment was also used to assess how well the students completed the tasks. The results showed that collaborating on the tasks (in pairs) resulted

in greater accuracy than completing them alone. However, collaborative tasks did not result in noticeably greater gains in vocabulary knowledge than individual tasks. The findings, however, indicated that the type of task had an impact, with editing tasks being more effective than closing tasks in promoting negotiation and learning. The results support research that examined the efficiency of instructional tasks in L2 classrooms.

Jabbarpoor and Tajeddin (2013) argued that the importance of emphasizing form in L2 learners' acquisition of morph syntactic features has been demonstrated in numerous studies. This study compared the effects of three form-focused tasks on learning the English subjunctive mood (input enhancement, individual output, and collaborative output). Research is also conducted on how students evolve as they learn to use the subjunctive mood. In addition to a pre-test and a post-test, three production tests were carried out to evaluate the development trend in each group. These tasks included textual enhancement in Group 1 and dictogloss in Group 2 and 3, where texts were reconstructed individually and collaboratively, respectively. A time series design was used to track participants' progress in producing the target feature. The research showed that group entry and output tasks had a greater impact than individual output tasks. This study supports previous research that combined improvement and educational support. Greater emphasis is placed on the value of collaborative interaction in learning structural English vocabulary.

Adickalam and Yunus (2022) mentioned that both learning and teaching a second or third language require the ability to speak effectively. The objective was to explore the effects of collaborative speaking tasks on the speaking skills of Malaysian adolescents in an ESL classroom. In a survey of 16-year-old students at Zone Sentul in Kuala Lumpur, 65 students participated. Students were required to complete eight weeks of collaborative conversation activities in English classes. Data for this study was collected by having students complete a five-point Likert scale questionnaire via Google Forms. According to the results, most students preferred group projects that required them to speak confidently during public speaking lessons. Positive responses to the questionnaire showed that their speaking skills had improved and that their language teachers had had little contact with their friends. In order to help students, improve their oral skills, this research offers teachers some recommendations for designing oral lessons for group projects.

Meena (2020) explored how cooperative learning strategies based on multiple intelligences can help the communication skills of EFL learners. In this study, 48 students are divided into experimental and control groups. All participants were first-year students enrolled in the education program at Tishk International University situated in Erbil, within the jurisdiction of the Kurdistan Regional Government of Iraq. During the 15 academic weeks of the spring semester of the 2018-2019 academic year, both groups participated in the experimental study. Pre- and post-test speaking strategies were used for experimental and control groups to collect data to track the development of students' speaking skills throughout the academic semester. Participants tracked the pre-and post-test results of both groups, which were then verified and analyzed. The findings showed that cooperative strategies based on multiple intelligences have a huge and significant impact on increasing students' oral skills. The study also made some recommendations and suggested some presentations for further study.

Babiker (2018) investigated how group learning can improve oral skills. The purpose of the present study is to investigate how group learning can improve oral skills. In order to promote the utilization of collaborative learning strategies among students, the study recommends that EFL teachers familiarize themselves with these strategies. In this study four questions and six hypotheses were tested. The study used a descriptive analytical approach. The information was collected and assembled as a theoretical component. A questionnaire and checklist are used as part of the application. According to the findings of the analysis, EL teachers are not familiar with collaborative learning techniques, those teachers are affected by the traditional methods used to teach them, students do not take group work seriously, and these techniques result in improvement appreciable in oral expression skills. As a result, the study suggests that: Collaborative learning should be a component of the teacher education program, teachers should instruct students in collaborative work, and course designers should devote sufficient time to collaborative learning.

Barandica and Anyelyn (2022) argued that an efficient English teacher requires developing a communicative ability to express ideas with coherence, cohesion, and, above all, fluency both orally and in writing. Hence, the importance of developing these communication skills contributes to facilitating the language teaching process. Future foreign language teachers must develop effective oral skills during their pre-service studies. This study aimed to determine to what extent the implementation of collaborative

tasks promotes the development of oral skills in a group of pre-service English teachers. This interpretive action research was carried out at a university in Valledupar (Colombia) with 12 intermediate-level English students. The data were collected through the application, before and after the intervention, of two instruments: a survey and an observation process. The survey helped identify information about students' perspectives regarding the development of their oral skills. While class observation was used to characterize the form, oral expression was taught in the classroom. The finding appeared that the implementation of collaborative speaking tasks positively affected the students' perceptions of the development of their oral skills while the survey showed that, after the intervention, the students were more motivated, more confident, and had a better self-perception of their oral expression ability.

Crisianita and Mandasari (2022) mentioned that the ability to speak is crucial for effective communication. The ability to speak the international language as well as the everyday language is required. Speaking is especially difficult in vocational high school. Furthermore, the teacher must devise a method to help students learn it. In order for students to learn and the teacher to focus on them even when they are in a group, teachers must be creative and use elective strategies that still allow for individual supervision of students. Teachers can use small group learning to encourage students to talk more and offer more criticism so they don't get bored and at the same time gain better speaking skills. Teachers and students can use it to have discussions while students learn to speak more clearly and teachers can easily focus on the students and help the teacher provide feedback to each student individually. The goal of this study was to determine if students' speaking skills increased as a result of participating in small group discussions in the classroom. High school students in Lampung province are the subjects of the study. A questionnaire was used to collect the data. According to the findings of this study, small group discussions are an effective way to improve speaking skills because, in these settings, students are more likely to express their opinions positively than negatively, which is in line with the way children learn.

The previous studies that were found on collaborative output tasks and speaking skills have a very fundamental effect on the completion of this research work. The use of collaborative output tasks is applicable to different students, whether at a beginner, intermediate, or advanced level. These collaborative tasks help students interact and work better if they want to improve their oral skills.



## **Theoretical foundation of the variables**

### **Independent variable**

#### **Teaching strategy**

Peker and Arslan (2020) pointed out that the output hypothesis is a theory in second language acquisition, particularly in the field of language learning and teaching. It was proposed by Merrill Swain, a Canadian linguist, in the 1980s. The theory suggests that language learners benefit from generating or producing language, both in spoken and written forms, as a way to solidify their understanding and acquisition of the target language. While Hedstrom (2018) commented that the input hypothesis is a theory of second language acquisition (SLA) proposed by Stephen Krashen in the 1970s. This is when language acquisition occurs when learners are exposed to "comprehensible input," linguistic input that is slightly over their current level of language proficiency, but still easy to understand. This assumption is an important part of Krashen's monitor model of second language acquisition. Collaborative learning and interaction can strengthen both input and output hypotheses. It enables learners to receive comprehensible information, negotiate meaning, produce language, receive feedback, and develop fluency. All of these are important elements of the second language acquisition process proposed by Stephen Krashen's theory.

Anilkumar (2020) highlighted that a teacher will choose the teaching strategy that is most appropriate for the subject being studied, the student's level of experience, and the stage of their learning journey. Teaching strategies are methods and techniques that a teacher will use to support their students during the learning process. A teacher may employ a wide range of instructional strategies, each with a different set of objectives, in a single lesson. According to Staake (2023), teaching strategies are the techniques that teachers use to achieve learning objectives. In other words, almost every educational activity you can imagine is an illustration of a teaching strategy. A teacher will be better able to reach all of his or her students the more teaching strategies he or she has in his or her toolkit. Some topics are taught more effectively with one strategy than another, and different types of learners respond to various strategies in different ways. In a single lesson, teachers often employ a variety of techniques. All students have the opportunity to play to their strengths in this way, which makes them feel more connected to the subject.

A series of carefully planned instructional activities is known as a teaching strategy, which ensures efficient teaching and learning. It is a plan of action created to achieve a particular goal or set of goals. The teacher chooses whether to use a teacher-centered or child-centered instructional approach during the planning phase of each lesson. It begins by carefully planning the teaching activities that can contribute to effective learning by deciding which approach to use to ensure effective teaching and learning of that particular topic (Dotse, 2018). Additionally, Bouslog (2019) implied that in the classroom, instructional strategies are crucial. Teachers would be randomly projecting information that does not relate to or involve students without the use of a strategy. Strategies help increase student engagement, connection, and enthusiasm for the content being presented. Some students can even use these techniques independently as they learn new material once they become familiar with the various strategies teachers employ.

### **Teaching techniques**

The methods, strategies and approaches that educators use to facilitate efficient teaching and learning are called techniques in the field of education. The subject, age range of students, and desired learning outcomes can influence the techniques used. Dotse (2018) commented that in the teaching and learning process, teaching techniques are the distinctive ways of carrying out a specific task. As a result, it is the only way for teachers to implement a strategy. For example, two instructors may choose to use small group discussions to teach a lesson, but each instructor may have a different approach to leading the discussions. Either you or the other student may choose to use two students to guide the discussion. Additionally, each teacher will undoubtedly have a different teaching style.

Elhashash (2019) explained that to clarify an idea or alter a confusing concept in order to improve the state of the educational process, a teacher uses teaching techniques, which are an integrated organization of educational materials, devices, tools, and attitudes. In addition, it aims to improve the conditions and skills of teachers, as well as study plans and instruction techniques. In conclusion, teaching techniques in education refer to a variety of approaches, methods, and strategies that educators employ to promote learning and help students acquire knowledge, skills, and understanding. Teachers use these methods to engage students, communicate information effectively, encourage critical thinking, and foster a positive and productive learning environment.

## **Collaborative learning**

Collaborative learning is a powerful learning approach that emphasizes group participation, interaction, and shared learning. It places students in an environment where they can actively collaborate with their peers, discuss ideas, solve problems, and work together to achieve common learning goals. By this means some authors mention the definition of collaborative learning. Kuwabara et al (2020) defined collaborative learning as a method of education that places a strong emphasis on collaboration with others to improve learning. When teams of two or more people work together to learn, solve problems, hone decision-making skills, and complete tasks, peer collaboration occurs. Activities that involve group collaboration generally focus on how students interpret, investigate, and apply knowledge rather than simply the way the teacher says it. In collaborative learning, students work together intellectually to actively engage with knowledge and ideas to learn more effectively. Meanwhile, Chatterjee and Correia (2020) stated that a broad term called "collaborative learning" refers to a series of educational strategies that involve the joint intellectual effort of students or students and teachers. Students typically work in groups of two or more, searching together for understanding, answers, or meaning while producing a product. While there are many different types of collaborative learning, most place more emphasis on students' exploration or application of course material than on the teacher's presentation or explanation of it.

Spence (2022) mentioned that in an English classroom, collaboration can significantly increase learning. Students are more productive and accomplish more when they collaborate rather than working alone. Students who collaborate with each other tend to have deeper, longer-lasting relationships. As a result, their self-esteem increases and this improves their emotional stability and social skills. Additionally, cooperative learning exercises provide students with important opportunities to acquire skills they will need outside of the classroom. Working together will give you the opportunity to hone your leadership and oral communication skills, as well as your ability to manage your time, think critically, creatively problem-solve, and manage your team. Furthermore, Br Sembiring and Dewi (2023) argued that students participating in collaborative learning can work together to complete a task and reach a consensus that group work is preferable to individual work for oral learning activities.

Riel (2022) emphasized that the following exercises can be easily modified to meet the requirements of your students and your learning environment. First, Think-Pair-Share or Write-Pair-Share is a traditional collaborative learning strategy that is considered to be think-share as a couple or write-share as a couple. Students spend time alone, alone with their thoughts, in any format, independently solving a question or problem. Students talk with a partner and share their ideas after they have formalized their own ideas (either formulating a response or a possible solution, depending on the message). Furthermore, engage students in peer review exercises to advance their strategic pairing. An advantage of collaborative learning is that it serves as a reminder to students that their peers are incredible sources of knowledge and resources for their own learning. Students can improve without relying solely on feedback from their teachers. Students can collaborate with each other to review anything, whether it's a written article, talking points for a presentation, or even something much less risky. Peer review procedures need an initial focus to ensure that students understand how to participate and provide feedback to each other, but this is very doable with a scaffolding system. Collaborative learning remains an effective tool to enable students to develop their critical thinking, effective communication, and active citizenship skills as education continues to change.

### **Collaborative output tasks**

Collaborative output tasks in education refers to projects or activities in which students work in teams or groups to create a common product, usually involving verbal or written communication. These tasks force students to actively engage with each other to achieve a common goal, which aims to promote collaborative learning. Dehqan and Amiri (2017) argued that activities that encourage students to work together to produce output collaboratively, as well as to consider and discuss the accuracy of their linguistic production. Because the output is produced collaboratively, students are not only forced to use the target structure but also receive help from their peers when trying to decipher its meaning, making these activities useful for L2 learners. Simultaneously generating new content in the language during the learning process through output accelerates the acquisition compared to learning through input alone. Consequently, language usage increases, leading to a more rapid attainment of fluency. Additionally, articulating or documenting the acquired knowledge facilitates review, contributing to a more robust

retention of the learned material. In addition to the co-construction of meaning, language itself develops through collaborative production.

### **Types of collaborative output tasks**

The scope and variety of collaborative output tasks are enormous and can range from group presentations to collaborative research projects, team problem-solving, and more. It covers a wide range of activities. By exploring types of collaborative output tasks, it is very important to explore the different ways people can come together to achieve valuable outcomes. Wickham (2023), collaborative output tasks refer to a variety of activities intended to foster student participation, communication, and shared learning. Language teachers and educators can use a variety of cooperative oral production tasks to improve their students' communication skills and promote cooperative learning. The different types of these tasks can be classified:

**Group discussions:** Students participate in group discussions on particular topics. Students are encouraged to express their opinions, pay attention to what others say, and respond with their own ideas when given this type of homework. Brookfield and Preskill (2012) highlighted that group discussions are a powerful tool for teaching in classrooms. They advocated for approaches that encourage active participation, critical reflection, and diversity of perspectives. In group discussions, participants receive immediate feedback from their peers and the facilitator. Feedback helps correct errors, improve clarity and refine language use, which contributes to better development of speaking skills

**Debates:** Students divide into teams and debate a controversial or thought-provoking topic. This task requires analytical thinking, persuasive communication, and solid argumentative skills. According to Delgado (2018), debates are presented as an effective tool to improve the ability to express oneself verbally. By participating in structured discussions, individuals have the opportunity to organize their ideas, articulate arguments coherently, and develop oral presentation skills. This process not only contributes to the acquisition of communication skills, but also to strengthening the ability to think critically and respond persuasively. Additionally, discussions encourage active listening and rapid adaptation to different perspectives, thus enriching the ability to communicate effectively in diverse contexts. Constant practice in debates makes it easier to overcome stage fright and promotes confidence in oral expression.

**Group presentations:** For this assignment, students work together to conduct research on a topic and present it to the class. It also encourages teamwork and the development of research and public speaking skills. Barnard (2018) pointed out that a group presentation refers to a talk delivered by a collective of individuals rather than a single person. These presentations hold significance in various academic and business projects. While they can alleviate the pressure on the individual, they also pose specific challenges, such as ensuring the effective collaboration of multiple individuals to produce a cohesive work. For a successful group presentation, it is recommended to organize the presentation effectively, allocate specific duties to each member, designate a leader to maintain group order, practice the presentation as a team, and ensure fair participation from all members.

**Role-plays:** Students role-play scenarios or simulations that include negotiations, customer service interactions, or job interviews. Students can practice using the language in authentic contexts through role-playing. Guanoquiza (2019) pointed out that the strategy that can be effective to improve the ability to speak in English is role-playing, which allows students to improve their speaking ability in any situation. This strategy stimulates creativity, increases motivation and facilitates the practice and creative use of the language.

**Problem-solving activities:** Collaborative problem-solving exercises require the cooperation of the class as they attempt to solve challenging problems or puzzles. This type of assignment encourages teamwork, critical thinking, and communication skills.

**Peer teaching:** Peer teaching is when students alternately instruct their peers on a topic or idea. This task helps them understand the concepts better and also motivates them to explain the ideas succinctly and clearly. Tanveer (2023) mentioned that peer teaching is defined as the application of teaching and learning strategies in which students acquire knowledge from each other without the immediate intervention of an instructor. This approach involves students taking on the role of educators by explaining concepts to their peers. Peer teaching is often used as a broad term that encompasses collaborative learning, peer-assisted learning, nearly peer teaching, teaching assistants, peer supervision, and similar situations, addressing a variety of tutoring and collaborative modalities.

***Storytelling and story building:*** Students work together to build a story or narrative by alternately adding details and building on each other's ideas. This encourages oral storytelling skills and creativity. According to Bonilla and Germánico (2021), continuous exposure to English through storytelling contributes significantly to perfecting fluency and speed in oral expression. In this context, discussions following narrative or speaking activities can actively encourage the practice of verbal fluency.

***Information gap activities:*** To complete a task or solve a problem, students must communicate and exchange information. The emphasis of this type of assignment is on effective communication and information sharing. According to Araujo (2017), information gap activities are educational tasks in which students lack essential components of information necessary to carry out a task, and they must collaborate to fill in these gaps. These activities require students to express themselves verbally and practice teamwork by interacting with their peers to obtain the missing information. Once they have acquired knowledge from their peers, they can fill the "gap" and complete the task or activity. These activities, focused on missing information, are designed to assess students' contextual understanding and are used to promote language learning and communication skills. They can be adapted to various subjects and are particularly common in language teaching environments.

***Roundtable discussions:*** Lewis-Kipkulei (2021) mentioned that a roundtable discussion is an academic discussion format in which participants agree on a specific topic to debate and analyze. Each person has the same right to participate, which encourages equality in the contribution of ideas. In the academic context, roundtable discussions often focus on analysis and reflection on academic articles.

***Interviews:*** Learners assume the roles of both interviewers and interviewees, engaging in the process of posing and responding to questions for the purpose of honing their oral communication abilities. This practice proves particularly advantageous in enhancing proficiency in spoken language. According to Hasriani (2019), interviews in English classes are a pedagogical technique that allows students to improve their speaking and communication skills in English. Through interviews, students have the opportunity to practice English conversation and improve their fluency, clarity, and confidence in speaking. By preparing and taking regular English classes to improve their level, students can improve their ability to present themselves effectively, speak clearly, and avoid verbal parasites.

**Dictogloss:** This language teaching method is mainly used to improve writing, grammar, and listening skills. Typically, students are given a passage of text to dictate, which they then reconstruct collaboratively.

### **The Importance of output learning**

Temp (2022) commented that fluency in language learning can be achieved more quickly by focusing on output learning. It involves learning by speaking and writing rather than reading and listening. Actively use their language to communicate with others when participating in output learning. The speed with which you acquire vocabulary, grammar, and pronunciation when you use your language in practical contexts makes this type of learning extremely effective. Speaking the language is one of the best ways to learn it. Speaking is always a great way to learn a language, but there are many other great ways too, including productive learning, which involves frequently applying what you've learned in practical contexts. Collaborative output tasks are crucial in education because they encourage critical thinking, social interaction, skill development, and active learning. By providing students with the skills and attitudes necessary to thrive in a diverse and interconnected world, they prepare them for the challenges of the future.

### **Advantages and disadvantages of collaborative output tasks**

Temp (2022) mentioned that the fastest route to language learning fluency is through Speaking/output learning. Numerous advantages of this method include; speaking allows you to use the language in authentic situations, which speeds up the process of learning new words and grammar, speaking out loud can also help improve word understanding and pronunciation, you can gain a deeper understanding of the language and its culture by conversing with a native speaker, you must consider what to say in a variety of situations, the learning outcomes will also help you become more skilled at problem solving, any type of language learning, whether academic or recreational, can benefit from this and finally, learning a language orally or expressively is a simple and fun process that you can do anytime, anywhere. On the other hand, Adnan Salih (2022) argued that in order to develop speaking abilities, collaborative output tasks are essential. These tasks frequently have a significant impact on how proficient a learner becomes in a foreign language. These tasks have many advantages, including increasing speaking opportunities, fostering peer feedback, encouraging authentic communication, raising cultural awareness, and increasing motivation. As a result of the nature of collaborative



tasks, language use becomes more meaningful and pertinent, enabling learners to participate in genuine conversations, resolve issues, and advance shared objectives. Students gain important insights into the cultural nuances and variations of the language by interacting with peers, which also helps them speak more fluently. The experience of learning a language can be made more enjoyable and less intimidating for some people by participating in collaborative tasks that can help them reduce their speaking anxiety. The success of these tasks, however, can vary depending on a number of variables, including task design, group dynamics, and the instruction given by educators. It is imperative for language teachers to carefully plan and facilitate collaborative output tasks, tailored to their learners' individual needs and learning objectives, in order to maximize the benefits.

Moreover, Pishadast (2022) highlighted that collaborative output tasks that require collaboration between people to achieve a goal in a spoken context have advantages and disadvantages. These tasks are frequently used to train people in communication and language skills. The advantages are the following: improved communication skills; tasks that require participants to interact and communicate effectively with each other can improve their overall speaking skills. Real-World Relevance such as group discussions, teamwork, or social interactions, participants must cooperate in spoken communication. Increased Engagement adds a component of social interaction and teamwork, working with others on an oral task can make the activity more interesting and enjoyable. Participants in collaborative tasks often come from a variety of backgrounds and viewpoints, which can result in richer discussions and exposure to diverse ways of expressing ideas. Finally, peer feedback is very important, participants can give and receive feedback from each other to help each other identify their strengths and areas of development in their pronunciation, vocabulary, grammar, and overall communication skills.

### **Dependent variable**

#### **English Language**

The English language stands as a linguistic marvel, wielding considerable global influence in contemporary times, and boasting a history spanning over a millennium. It functions as the unifying thread within our multicultural tapestry, overcoming geographical distances and facilitating cross-border communication, with a speaker base exceeding 1.3 billion worldwide. English encapsulates both tradition and innovation,

evolving through centuries of cultural exchange, conquest, and adaptation. Its impact extends well beyond mere grammar and vocabulary, permeating realms from business and diplomacy to literature and technology. This research delved into the multifaceted aspects of the English language, unraveling its historical trajectory, developmental nuances, and indisputable influence on the organizational structure of our globalized society. Crystal and Potter (2023) mentioned that the Dutch (known as Flemish in Belgium), German, and Frisian languages are closely related to the English language, a West Germanic language of the Indo-European language family. English, originating in England, serves as the official language in the United States, the United Kingdom, Canada, Australia, Ireland, New Zealand, and numerous island nations within the Caribbean Sea and the Pacific Ocean. Additionally, it holds official status in India, the Philippines, Singapore, and various sub-Saharan African countries, including South Africa. Most other countries choose English as their first foreign language, and that is why English has earned the title of lingua franca. Approximately two billion people, or about a third of the world's population, are believed to speak English right now.

According to Royale (2020), Geoffrey Chaucer is considered the father of the English language. He was born into a prosperous family in London sometime between 1340 and 1344. He was an English writer, poet and philosopher who also worked as a diplomat, legislator, bureaucrat and courtier in the public sector. Latin and Anglo-Norman French continued to dominate English literature in the time in which he lived. However, the development of Middle English as a literary language was greatly aided by Chaucer, who used it in his writings. His manuscripts contain more than 2,000 English words that have never been used before. Between 1450 and 1500, the modern English language began to develop. Its evolution can be divided into two phases: Early Modern English (1450-1800) and Late Modern English (1800-present). Multiple cultural, political, and economic factors contributed to the shift from Middle English to Early Modern English. The printing press was one of them. At Westminster Abbey, William Caxton built his printing press in 1476. As a result, the use of a common language in printing was significant. The result was an increase in the standardization of English grammar and spelling.

### **English Language skills**

According to Stephens (2023), the four fundamental language skills are speaking, writing, listening, and reading. Effectively and accurately communicating is facilitated through the utilization of these conversational language skills. Good speaking and

listening skills will be cultivated through the development of these fundamental language skills. The ability to write clearly and concisely is deemed a crucial skill in a professional environment. The comprehension of substantial amounts of information and knowledge necessitates proficient reading. Patil (2021) highlighted that anyone who wants to learn a new language or a second language must work on these four linguistic skills simultaneously. Below is a list of four language skills.

**Listening skills:** Simply following and understanding the sound is all that listening entails. Attitude, concentration and adaptation are the cornerstones of effective listening. We know that hearing has a physical basis, while listening has an emotional basis. It makes up the majority of communication. It is when the brain assimilates the meaning of the words. Understanding ideas and facts comes from listening. A person needs to know how to listen because effective communication requires listening first. Since listening is twice as difficult as speaking, we have two ears instead of one.

**Speaking skills:** Vocal sounds are made when someone speaks. It can be understood that speaking is nothing more than communicating verbally or expressing ideas and emotions. Information is frequently conveyed when someone speaks. Effective communication is a function of our speaking skills. This skill helps the speaker communicate his or her message eloquently, carefully, and persuasively.

**Reading skill:** Reading is a crucial skill in all aspects of a person's life, particularly in schools, universities and the workplace (for those in administrative roles). It is an input or a receptive skill. This is due to the fact that reading is a way of acquiring knowledge and gaining a deeper understanding of any given topic. That is why it is said that reading is for the mind what exercise is for the body. In reality, reading heals man. That particular person needs to be a good reader for the overall development of his life.

**Writing skill:** Personal development depends largely on writing. Therefore, it is equally important as other linguistic skills that we have discussed previously. Different types of messages are expressed through written communication. Access to knowledge is provided. It is a method of communication in which a person expresses his thoughts and feelings in writing, organizes his information and beliefs into convincing arguments, and communicates meaning through clearly written text.

## **Productive skills**

Ong (2021) explained that we produce language using our productive skills. This is how we combine words to create language that other people can understand. Simply put, they are our tools to communicate effectively with others. Writing and speaking are examples of productive skills. Production skills are essentially one of the tools we use to interact with others. Turning something into a form of language to communicate with others is a skill. Rhalmi (2020) further emphasized that speaking and writing effectively are crucial because they provide tangible proof that the language has been learned. The more appropriate and coherent the language produced by the speaker or writer, the more evidence we will have that the learner's linguistic system is developing. Since oral and written communication are fundamental life skills, it is also important to teach productive skills. Typically, people need to inform, persuade, or share ideas in real life. In addition to writing emails, letters, reports, and stories, they are occasionally asked to take notes, fill out forms, and write stories.

Kaplan (2022) added that writing skills are the skills you use to write clearly and effectively. A good writer is someone who can clearly and concisely convey his point of view to his audience while making it easy for the reader to follow. Writing skills go beyond the simple ability to write. Critical elements of the writing process include research knowledge, planning and outlining, editing, proofreading, spelling and grammar, and organization.

## **Speaking skill**

Abdulqader (2018) defined that the act of speaking involves producing vocal noises. Speaking can be defined as conversing or verbally expressing one's thoughts and emotions. Conveying information while speaking is common. It could be anything from a casual comment to an academic presentation or a formal speech. Hermansyah (2021) mentioned that English is one of the official languages of communication in the world. To establish communication, it is necessary to be able to speak.

Little Flower College (2019) highlighted that during their time at school, children will learn to speak fluently and confidently, which will benefit them throughout their lives. Speaking skills are the abilities that enable effective communication. Speaking is an interactive process in which information is shared and, if necessary, the listener acts on it. Therefore, to communicate effectively, it is essential to develop both speaking and

listening skills. Little Flower College also showed that there are four important elements in speaking ability such as vocabulary, grammar, pronunciation and fluency. First we must have the necessary vocabulary to speak effectively. When we learn to describe the world around us and express our needs as babies, the development of our vocabulary begins. When children are 2 or 3 years old, they move from single words to sentences and typically have a vocabulary of 150 to 300 words. Students who are developing their vocabulary know how to pronounce and interpret words essential for communication. When they know the meaning of a word, they can check it in a sentence or other written form. That way you can have a conversation, which is very important. You are halfway to communicating effectively if you understand what the other person is saying and are familiar with the vocabulary to respond. Grammar is not only necessary for written language. However, grammar covers a wide range of topics that are crucial to spoken language, including understanding tenses and proper sentence structure. Grammar allows us to communicate ideas in a way that the target audience recognizes and understands them.

Also Little Flower College (2019) mentioned that speaking skills also include the ability to pronounce words correctly. Phonemic awareness is largely responsible for this. In order to achieve this objective, it is essential to grasp the linguistic constituents inherent in oral communication. English, when juxtaposed with other languages, may manifest considerable dissimilarities. It can be confusing because children's minds are conditioned to categorize phonemes in their first language, even though some phonemes may not be in ESL students' native languages. Finally, as children progress through school and use and practice their speaking skills daily, spoken language fluency develops naturally in them. Reading frequently (and aloud) exposes children to new words and strengthens their command of spoken language, both of which are helpful in improving fluency. The ability to hear words and understand them immediately is known as fluency. The ability to read aloud and enunciate a written word is contingent upon visual perception. Fostering this skill can be facilitated by instructing students to read passages aloud. As English proficiency advances, students are likely to engage in more substantive and captivating conversations. The production of smaller units of language, such as phonemes, morphemes, words, collocations, and phrasal units, is called micro-skills. Speaking with macro skills requires attention to broader components such as fluency, speech, function, style, cohesion, non-verbal communication, and strategic decisions.

Spratt et al. (2011) argued that speaking is a productive skill and a very fundamental skill among the other skills (reading, listening, and writing). The speaking skill involves the production of language rather than receiving it. In addition, it is crucial for human communication because it allows ideas to be shared at a precise moment without participants having to wait a long time for a response. Additionally, Spratt et al. mentioned a list of several subskills in speaking; use body language, use interactive strategies, oral fluency, produce different text types, use features of connected speech, use of register to speak appropriate and use grammar, vocabulary, and functions.

### **Stages of a speaking lesson plan**

Spratt et al. (2011) said that it is very essential to follow a structure to make a good lesson plan, here are the stages to write a lesson plan about speaking skills. First of all, lead – in this is about an introduction to the class topic in which activities focused on the new topic of the lesson must be included. Moreover, practice activities or tasks in which students can use the new language, the activities to be developed are controlled activities or the teacher can choose tasks depending on the classes and the learning context. Finally, post- task activities where students carry out free speaking activities on the topic that was carried out during class. The stages of a speaking lesson plan provide students with a well-thought-out roadmap for developing strong communication skills. These stages give language teachers a thorough framework, starting with engagement and context-setting, progressing through language presentation and controlled practice, and ending with meaningful speaking activities. Students speak and continually hone their speaking skills thanks to the use of feedback, reflection, and assessment. The ultimate goal of a speaking lesson plan is to equip students with the skills they need to communicate confidently and effectively, fostering a closer bond between them and the language and their environment. This methodical approach, along with the flexibility to meet the needs of the students, is essential to helping them advance their proficiency and be successful in communicative situations in both the classroom and in everyday life.

### **Strategies for speaking skills**

Speaking strategies serve as an important component in improving an individual's oral communication skills. These tactics cover a wide range of topics, including practicing articulation, refining pronunciation, and learning effective presentation skills. Whether in social conversation, public speaking, or professional settings, these strategies are essential

for developing oral clarity, confidence, and persuasiveness. By actively practicing and improving these skills, individuals can significantly improve their ability to express themselves, connect with others, and excel in a variety of personal and professional communication scenarios.

According to Gafar (2022), it is a worthwhile effort to improve the English speaking abilities, and there are a few strategies that can assist you in being successful. Above all, make practice a regular habit. Using technology to have conversations with native speakers involves leveraging technological tools, such as online language exchange platforms, video calling applications, and virtual tutoring services, to facilitate direct verbal interactions with people who speak the target language as their primary language. This strategy is based on the idea that regular practice of authentic conversations with native speakers significantly improves speaking skills by providing real-time, contextualized learning experiences. It can also improve the understanding of pronunciation and intonation patterns by listening to audio in English, such as podcasts, news broadcasts, and movies. Read books and articles in English aloud to improve the vocabulary and fluency. It is also helpful to imitate the speech patterns of native speakers. Getting feedback from instructors, language partners, or by recording oneself is another essential tactic. Point out the areas that require work, such as word choice, grammar, or pronunciation, and concentrate on them. Furthermore, embrace the fact that mistakes are inevitable during the learning process and don't be afraid to make them. Lastly, progressively advance to more difficult settings as you gain confidence by speaking in relaxed settings. A growth mindset and constant work are essential to improving your English speaking abilities over time. Alsaraireh (2022) explained that the use of applications to improve pronunciation refers to the incorporation of technological tools specifically designed to provide feedback, practice, and multimedia resources to perfect the way an individual express himself orally in a foreign language. This strategy is based on the premise that the immediate feedback, exposure to native speakers, regular practice, and adaptability offered by these applications contribute significantly to the improvement of oral skills. Speaking enhancement strategies play an important role in improving oral communication skills. These skills enable people to express themselves clearly and confidently, helping them to succeed in a variety of personal, academic, and professional contexts. By applying and continually improving these strategies, individuals can unleash

their potential to communicate confidently and connect effectively with others, ultimately strengthening their overall communication skills.

### **General Objective**

To describe the perspective of the learners about the collaborative output tasks in order to improve speaking skills.

### **Specific Objectives**

- To explain the types of collaborative output tasks students, use to enhance their speaking skills.
- To analyze the different strategies that learners use to enhance speaking skills.
- To determine to what extent do collaborative output tasks foster speaking skills.

## **1.3 Fulfillment of the objectives**

The general and specific objectives were met by taking into account the results of the survey and the research questions formulated.

The survey was designed and developed to answer 3 research questions directly related to the specific objectives of the research, thereby the data obtained contributed to fulfilling the three specific objectives of this inquiry. The first stage was about the types of collaborative output tasks. The survey created a specific section concerning the types of collaborative output tasks in speaking skills, enabling students to respond based on their knowledge. Subsequently, the author analyzed and compared the survey results to determine the participants' choices.

To analyze the strategies employed by participants in this investigation, an initial analysis was performed to identify prevalent speaking strategies. Following this, a dedicated section was added to the survey mentioned earlier, allowing students to choose from various strategies that they employ most frequently. Subsequently, the collected data was analyzed, and the strategies used by the students were the use of applications to improve pronunciation and the use of body language. Ultimately, they use the strategy of seeking feedback from peers and teachers to improve speaking skills.



To determine the effectiveness of collaborative output tasks, we initially reviewed previous information from other authors about the effectiveness of these tasks. Subsequently, a third section was incorporated into the survey focused on the effectiveness of collaborative output tasks as indicated by previous authors, allowing students to respond according to their needs. Finally, the information collected was analyzed and contrasted, resulting in the expected results.

## **CHAPTER II. METHODOLOGY**

### **2.1 Materials**

This study used a variety of resources, including both human and technological resources, in its development. The intermediate-level students of the "Pedagogía de Idiomas Nacionales y Extranjeros" are part of the "Universidad Técnica de Ambato's" human resources. Laptops, online libraries, journals, and academic papers, moreover, technological resources were needed. The Statistical Package for Social Science (SPSS) program was used to analyze the data after it had been collected using Google Forms.

### **2.2 Methods**

#### **Research approach**

The present study was categorized as a quantitative research endeavor due to the necessity of processing the numerical outcomes derived from the structured survey through observation to measure and analyze the data. According to Mondal and Mondal (2018), to systematically investigate and analyze phenomena by gathering and interpreting numerical data. It is distinguished by its emphasis on the quantification of variables and the use of structured research instruments, such as surveys, experiments, and observations, to gather empirical data that can be expressed in numerical terms. The quantitative approach's guiding principle is the objective measurement and analysis of data, frequently using statistical methods.

#### **Research Modality**

##### **Field research**

This study was carried out by intermediate-level students of the "Pedagogía de Lenguas Nacionales y Extranjeras" career at the Universidad Técnica de Ambato. According to Bhandari (2020), in order to comprehend, observe, and engage with people

in their natural environments, field research is a qualitative technique of gathering data. As a result, when social scientists refer to being in "the field," they mean actually being present in the real world and participating in the daily activities of the subjects of their studies. Field research can be conceptualized as an expansive term encompassing a variety of activities undertaken by field researchers to collect data. These activities include participation, observation, interviewing individuals under examination, and often the analysis of documents or artifacts generated by the observed individuals.

### **Bibliographic and documentary**

This study is bibliographic because it allowed to explore the trajectory and foundations of the field of study, identify gaps in knowledge, theoretically substantiate the research project, and build a solid conceptual foundation. Using different academic studies searched on academic pages such as Taylor and Francis, Research Gate, Scielo and Google scholar. According to Homenick (2018), bibliographic research, often called documentary research, consists of a systematic procedure for collecting, analyzing, and synthesizing information and data from written and recorded sources. These sources include books, academic journals, documents, reports, articles, newspapers, manuscripts, and various media. The main objective of bibliographic research is to gather, evaluate, and interpret existing information to support or inform a specific research question, thesis, or academic study. This type of research constitutes an essential step in the research process, as it allows academics to establish a solid theoretical foundation and enrich the body of knowledge intended for subsequent research or analysis. Furthermore, it plays a significant role in the area of academic rigor and contributes to the advancement of knowledge in various disciplines.

### **Type of research /research design**

#### **Descriptive**

The descriptive research methodology was chosen for this study due to its inherent capacity for comprehensive data analysis and interpretation of obtained results. This approach was employed with the intention of researching deeper into the experiences and perspectives of the students. The principal objective was to compile and furnish a meticulous portrayal of the data gathered through the survey, thereby affording insight into the students' personal experiences and knowledge. Atmowardoyo (2018) described that descriptive research is a type of research that describes or details a particular phenomenon, situation, or topic. Descriptive research is often used to provide a clear and comprehensive overview of a topic, allowing researchers and readers to gain a better

understanding of the subject of study. Common descriptive research methods include surveys, observations, content analysis, and archival research.

### **Techniques/tools**

Data collection involved the utilization of a survey, with the creation of 25 items. These items were administered to 66 students. Furthermore, the questionnaire was structured into three segments, each addressing specific key inquiries. The first section divided into the various types of collaborative output tasks learners use to enhance their speaking skills. The second section probed the extent to which collaborative output tasks contribute to the development of speaking skills. The final section revolved around the different strategies students employ to improve their speaking skills.

The survey was structured into three sections, each linked to specific research goals. It consisted of a total of 25 items and three open-ended questions, which were the questions posed to students through a Likert scale. The initial section focused on categorizing different types of collaborative output tasks and included 7 items along with an open-ended question. The second section addressed the effectiveness of collaborative output tasks and speaking skills, comprising 7 items and one open-ended question. The final section explored the various strategies for speaking skills, featuring 8 items and an additional open-ended question. A survey is a method for conducting research and collecting data from a group of people, often called respondents or participants. It is employed to systematically acquire organized information, viewpoints, or data by using a predetermined set of questions (Groves et al., 2011). Additionally, it was necessary to perform the Cronbach's Alpha coefficient test to confirm its reliability.

### **Population**

This study was conducted at the "Universidad Técnica de Ambato." The participants in this research were 66 students enrolled in the intermediate levels of the "Pedagogía de los Idiomas Nacionales y Extranjeros" major. In terms of gender, there were 42 female students and 22 male students and 2 people who preferred not to say. The age range of these students is between 17 and 30 years old. It is important to note that the students willingly and voluntarily agreed to take part in this study to contribute to the data collection process. The selection of higher-level students was deliberate due to the complexity of the language found in collaborative output tasks. Additionally, these students are on their way to becoming English teachers, which means they possess a good command of the language and have developed essential English language skills,

particularly in speaking. Furthermore, these learners have exposure to technology and the internet, allowing them to leverage these resources for enhancing their speaking skills.

**Table 1**

*Population*

<b>Population</b>	<b>Participants</b>	<b>Percentage</b>
Male	24	36.3 %
Female	42	63.6 %
Total	66	100 %

Note: Pre-service teachers surveyed

**Procedure:**

The research was carried out meticulously and progressively, adhering to a detailed procedure to ensure a thorough exploration of the subject. The primary and crucial initial step involved an in-depth investigation of collaborative output tasks and speaking skills through bibliographical research. Hard-working efforts were invested in collecting pertinent information from a variety of sources, including books, articles, and scholarly databases. This extensive literature review was not confined to a single source; multiple libraries and platforms, such as Research Gate, Taylor and Francis, E-book, and Google Scholar, were extensively explored to gather a diverse array of viewpoints on reading comprehension.

After completing the bibliographical research, the subsequent pivotal phase entailed formulating a survey designed to explore the correlation between collaborative output tasks and speaking skills. In crafting this survey instrument, the specific objectives were identified into three research questions that comprehensively encapsulated the insights the knowledge sought. Each research question mandated a meticulous review of the compiled bibliography to discern prevalent themes, trends, and practical implications. This procedure involved a thorough analysis of pertinent theories, methodologies, and empirical findings, subsequently refined into well-articulated survey inquiries.

After successfully structuring the survey, it went through a validation procedure to evaluate its reliability and accuracy. A pilot test was conducted, involving ten participants at the program who completed the survey and provided valuable feedback. The responses obtained during the pilot test were thoroughly analyzed, and essential adjustments were made to enhance the survey's clarity and effectiveness. Subsequently, the data gathered from the pilot test were entered manually into the Statistical Package

for the Social Sciences (SPSS) software for validation processes, utilizing statistical metrics such as Cronbach's alpha coefficient. The high coefficient value of 0,947 signified a robust internal consistency and reliability of the survey instrument.

Armed with a survey that had been validated, the research advanced to the stage of gathering data, which entailed giving the survey to students in the sixth, seventh, and eighth semesters. Yet, prior to administering the survey, a preliminary intervention was carried out to ensure that students had a good grasp of the Collaborative Output Tasks strategy. This intervention had the objective of addressing any potential gaps in students' comprehension of collaborative output tasks, how to use them, and the significance of this strategy in enhancing their speaking skills. By equipping students with the necessary knowledge and contextual understanding, the intervention facilitated their active involvement and meaningful participation in the subsequent survey.

In order to facilitate the administration of the survey, the survey link was distributed to the respective course presidents. The survey was thoughtfully organized into segments, encompassing both general information and sections directly related to the research inquiries. Participants were encouraged to respond candidly and reflectively, drawing from their personal experiences with mind facts and reading comprehension. Once the survey data had been collected, it underwent a meticulous analysis using the SPSS software. Quantitative data were subjected to appropriate statistical methods, including mean calculations and the creation of data tables.

The analyzed data led to the derivation of valuable insights and the creation of significant recommendations. These outcomes not only added to the current reservoir of information regarding mind facts and reading comprehension but also offered practical guidance for educators and researchers. The extensive research journey, which involved meticulous bibliographical research, survey construction, validation, data collection, and analysis, guaranteed the study's rigor and strength, further bolstering its standing and significance in the academic sphere.

### **Research questions**

What are the types of collaborative output tasks learners use to enhance speaking skills?

What are the different strategies students use to develop speaking skills?

To what extent do collaborative output tasks help for developing speaking skills?

### CHAPTER III. RESULTS AND DISCUSSION

Upon completion of the data collection, this section is dedicated to presenting the results obtained from the survey, aiming to answer the three research questions which helped to accomplish the objectives of the research work. The results respond to the types of collaborative output tasks learners use to enhance speaking skills, to the extent collaborative output tasks help for developing students' speaking skills and the different strategies students use to develop speaking skills.

**Table 2**

*Types of collaborative output tasks*

Item	Mean
My teacher divides the class into pairs to interview each other.	3,77
<b>I work in group where I exchange ideas, thoughts, and feelings with my classmates.</b>	<b>3,98</b>
<b>I work in a group that is in favor and my classmates are against it.</b>	<b>3,02</b>
I participate as student A and a partner as student B and we have texts that lack information. We ask ourselves questions and complete the text.	3,76
<b>I do some research on a topic with a group of classmates, create supporting material, and presented the class.</b>	<b>3,82</b>
<b>I create stories using different images then I share with my classmates.</b>	<b>2,98</b>
My teacher divides us into groups. We work on a circle and participate, discuss and explore specific topic with my classmates.	3,21

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

#### **Analysis and Interpretation**

Research question number one: What are the types of collaborative output tasks learners use to enhance speaking skills?

The survey results revealed that students predominantly engage in group discussions, as evidenced by a highest mean of 3,98. This preference is attributed to the effective communication facilitated through the exchange of ideas and thoughts with their peers. The frequency of group discussions in the classroom substantiates this outcome. Conversely, group presentations are utilized by students, with a mean of 3,82, as an income to enhance their communication skills and refine their command of the English language. This is achieved through collaborative research, the development of supporting materials, and subsequent presentations in class, aligning with the common practice of

such presentations during class periods. Moreover, students participated in debates, finding them helpful to effective communication by fostering increased interaction during the activity. In contrast, there is a lower mean of 2,98 for storytelling activities. This lower engagement can be attributed to the perception that storytelling may be time-consuming or not directly line up with curriculum objectives. However, it is noteworthy that students are more likely to participate in storytelling activities if they possess prior knowledge about them.

According to the results, it is evident that students do engage in collaborative output tasks, group discussions and group presentations being the most frequently utilized. These activities got greater popularity in the educational setting and contribute to language improvement through consistent practice. On the other hand, storytelling is observed to be the least utilized activity among students, due to the substantial time investment required for its execution.

**Table 3**

*Strategies for speaking*

<b>Item</b>	<b>Mean</b>
<b>When I mispronounce a word I repeat the words by using apps.</b>	<b>3,67</b>
When I'm speaking, I use different pauses and sounds such as "um," "uh," "like," and "you know."	3,29
<b>I actively seek for feedback from peers, and teachers to improve the English language.</b>	<b>3,48</b>
<b>I like to use technology to have conversations with native speakers.</b>	<b>3,05</b>
I speak smoothly and without unnecessary pauses.	3,03
<b>When I speak, I use gestures, eye contact, facial expressions, and movements to convey the message louder and clearer.</b>	<b>3,55</b>
When I speak, I employ a diverse and appropriate range of vocabulary.	3,26
When I speak, I demonstrate correct grammatical structures and sentence formation.	3,55

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

**Analysis and Interpretation**

Research question number three: What are the different strategies students use to develop speaking skills?

The results indicated that students employ various strategies. Firstly, students turn to applications to repeat and improve their pronunciation, as these provide immediate feedback, enabling users to correct errors instantly with a mean of 3,67. Secondly, another widely used strategy is the use of body language with a mean of 3,55. This resource aims to reinforce the message in a more impactful and clear manner. It implies that through gestures, facial expressions, and postures, students can add emphasis, clarity, and emotion to their verbal expressions. Moreover, the use of body language in oral communication not only enriches the expressiveness of the discourse but can also contribute to a better mutual understanding between the speaker and the listener. Finally, students opt for feedback provided by their peers and teachers with a mean of 3,48. By receiving it regularly, students can adapt and adjust their learning approach as they progress, facilitating continuous improvement. However, it is observed that students do not typically use technology to engage in conversations with native speakers with a lowest mean of 3,05.

Based on the results, it is observed that all students employ various strategies to enhance their proficiency in the English language. However, the practices most commonly adopted by students include the use of applications to improve pronunciation and the body language. In contrast, the least utilized strategy is the utilization of technology. This preference may be attributed to the potential lack of confidence that students experience when interacting with native speakers, especially when they are not familiar with the technology facilitating such conversations. The lack of confidence could serve as an impediment to students' willingness to utilize technological tools for this purpose.

**Table 4**

*Effectiveness of collaborative output tasks*

<b>Item</b>	<b>Mean</b>
<b>When I participate in group presentations, I learn new words and expressions that others classmates know.</b>	<b>3,91</b>
I like to work in group discussions because they motivate me to practice the English language.	3,68
When we conduct interviews, we help each other identify and correct grammatical errors.	3,80
<b>I like working on debates because they help me become more confident.</b>	<b>3,20</b>



---

I like to participate in round table discussion because I simulate real-life communication scenarios. 3,29

---

**I like to work on activities where I fulfill roles A and B to complete the missing information because it helps me overcome shyness or fear of speaking 3,48**

---

**I like to work on role plays because they help me improve my fluency and confidence. 3,92**

---

Note: The following scales were used to derive the measures: 1. Never, 2. Rarely, 3. Sometimes, 4. Often, and 5. Always.

### **Analysis and Interpretation**

Research question number two: To what extent do collaborative output tasks help for developing speaking skills?

It is evident, students perceive role-playing as beneficial for the development of their oral skills, as it enhances fluency and instills confidence when interacting with their peers with a mean of 3,92. In the academic context, teachers commonly incorporate these role-playing activities, therefore, contributing to this positive outcome. Similarly, students indicate that group presentations are effective in improving oral skills, considering the widespread popularity of this activity in classrooms with a nearby mean of 3,91. Through these presentations, students have the opportunity to integrate new words and expressions, leading to the refinement of their communicative abilities. This implies that, students can perform more effectively in the art of oral expression by acquiring new skills. On the other hand, students find information gap activities to be highly efficient for them, although they are not used as frequently in the classroom with a mean of 3,48. Finally, some students experience increased confidence when expressing themselves during debates with a lower mean of 3,20. This result is unexpected, considering that more effective communication would be anticipated through this activity.

Based on the results, students turn to collaborative output tasks as each one plays a role in contributing to their improvement in English language proficiency. Among these tasks, role-playing and group presentations are the ones students find most beneficial. These collaborative output tasks allow them to enhance their language fluency and acquire new expressions and vocabulary. However, the collaborative output tasks were the debates possibly because some students may feel uncomfortable participating in them, either due to social anxiety or a lack of communication skills. It is plausible that teachers may choose strategies that encourage the involvement of all students, regardless of their proficiency

in the art of debating. Collaborative output tasks are highly effective in improving speaking ability. Regular interaction with fellow learners provides valuable practice, allowing exposure to different speaking styles and contexts. Overall, collaboration in oral practice enriches the learning experience and encourages faster, stronger progress in speaking skills

**Table 5**

*Open-ended questions*

<b>Question 1</b>	<b>Answer</b>	<b>Total</b>
What other types of collaborative output tasks does your teacher use in class?	<b>Role - plays</b>	<b>55</b>
	<b>Problem solving</b>	<b>4</b>
	<b>Peer teaching</b>	<b>4</b>
	<b>Debates</b>	<b>1</b>
	Other answers	2
	Total	66
<b>Question 2</b>	<b>Answer</b>	<b>Total</b>
What other strategies do you use for speaking?	<b>Watch films in English</b>	<b>49</b>
	<b>Friends from other countries to practice with</b>	<b>7</b>
	<b>Listen as much as possible</b>	<b>8</b>
	Other answer	2
<b>Question 3</b>	<b>Answer</b>	<b>Total</b>
What is the collaborative output task that you like the most?	<b>Group presentations</b>	<b>39</b>
	<b>Information gap activities</b>	<b>16</b>
	Debates	2
	<b>Role- plays</b>	<b>4</b>
	Round table discussions	2
	Others answer	3
	Total	66
	<b>Total</b>	<b>66</b>

**Analysis and Interpretation**

Table 5 displays the results derived from the open questions designed to complement the research questions.

In the first open question, "What other types of collaborative output tasks does your teacher use in class?"

The results indicated that the role-playing activity received the greatest number of responses among students. Role plays represent a pedagogical activity implemented in English classes to perfect students' communication skills. Another collaborative output

task among students is problem-solving. This collaborative exercise plays a vital role in English classes by enhancing students' language skills and preparing them for communication in real-world situations. Another practice that students mention that is carried out in the classroom is peer teaching, with several students similar to the previously mentioned activity. Peer teaching offers students an active opportunity to practice speaking in English. In contrast, a small group of students maintained that debates are not frequently used in the educational environment. This observation could be attributed to the fact that teachers often face time constraints when having to address extensive curricular content. Debates, being time-consuming activities, involve processes of preparation, discussion, and feedback. According to the results, the collaborative production task most used by teachers is role-playing. However, debates are not used, this may be due to a lack of time or sometimes very large groups of students.

The second open question, "What other strategies do you use for speaking?"

According to the results, the respondents indicated that one of the strategies most used to improve speaking ability is watching movies in English. By exposing themselves to characters expressing themselves in various situations, students have the opportunity to expand their repertoire of expressions and hone their ability to speak more naturally and fluently. Additionally, several participants highlighted that listening as much as possible simulates a language immersion experience. This approach allows students to regularly immerse themselves in English, thus accelerating the learning process. A small group of students indicated that they seek the strategy of making friends with people from other countries to practice the language. Interacting with friends of diverse nationalities offers exposure to various accents and linguistic styles in English. This approach makes it easier for students to adapt to different forms of pronunciation and expression.

Finally, the third open question, "What is the collaborative output task that you like the most?", revealed that the majority of participants have a preference for carrying out group presentations. According to the results, participating in the planning and execution of a presentation allows students to practice speaking. This process involves the articulation of ideas, the selection of appropriate vocabulary, and attention to pronunciation and intonation, contributing significantly to the improvement of your oral communication skills in English. Furthermore, this strategy is perceived as effective and is considered easy to implement. Another collaborative production task that students prefer is carrying out information gap activities. These activities promote communicative interaction

between students as they work together to fill in information gaps, thus creating an environment conducive to the active practice of oral expression. It was surprising that the results for role-playing were lower among students because role-playing simulates real-life situations. This allows students to practice speaking in authentic and relevant contexts. Something that stands out is that students like to work more on group presentations while teachers use more role-playing in class, it is really surprising and there should be a balance and use of different collaborative production tasks.

## **Discussion**

The three research questions are presented designed to investigate the perspective of the learners about the collaborative output tasks in order to improve speaking skills.

Question 1: What are the types of collaborative output tasks learners use to enhance speaking skills?

After the analysis, an outstanding trend emerged indicating that a significant majority of students actively engaged in group discussions and group presentations. These collaborative production activities have garnered considerable popularity within the realm of educational institutions. The essence of group discussions lies in the dynamic interaction among students as they exchange ideas, while group presentations involve the collective research of a topic followed by its presentation to the class. As highlighted by Brookfield and Preskill (2012), the inherent value of group discussions lies in the immediacy of feedback received from both peers and the facilitator. Such feedback plays a pivotal role in rectifying errors, enhancing clarity, and refining language use, thereby contributing substantively to the enhancement of speaking skills.

Furthermore, Barnard (2018) underscores the significance of group presentations, characterizing them as talks delivered by a collective of individuals rather than a solitary speaker. These presentations hold weight in diverse academic and business projects. Despite their potential to reduce individual pressure, they bring forth specific challenges, particularly the need to ensure effective collaboration among multiple individuals for the creation of a coherent and cohesive work. It is advisable to meticulously organize the presentation, assign specific responsibilities to each member, designate a leader to maintain group order, engage in team-oriented practice sessions, and ensure equitable participation from all members, to achieve success in a group presentation.

According to Bonilla and Germánico (2021), continuous exposure to English through storytelling contributes significantly to perfecting fluency and speed in oral expression. In this context, discussions following narrative or speaking activities can actively encourage the practice of verbal fluency. According to the results of the survey, students do not usually practice storytelling regularly since this can cause mental exhaustion, which is why the practice is not common in the classroom either. This situation is surprising, considering that it is an extremely beneficial activity to improve your oral ability.

Question 2: What are the different strategies students use to develop speaking skills?

The research findings highlight a prevalent trend among the majority of students, who predominantly rely on a specific strategy to enhance their oral proficiency—utilizing technological applications such as Duolingo, Hellotalk, and Elsa Speak to master pronunciation. Alsaraireh (2022) elucidated that this approach involves integrating specialized technological tools that furnish feedback, offer structured practice, and provide multimedia resources, all aimed at refining oral expression in a foreign language. The rationale behind this strategy is rooted in the belief that the immediate feedback, exposure to native speakers, regular practice, and adaptability offered by these applications play a pivotal role in fostering substantial improvements in oral skills.

Moreover, the study emphasized the significance of incorporating body language in communication, as students express a strong conviction that it enhances the clarity of their message and persuades listeners effectively. Interestingly, the survey reveals a paradoxical finding: although students possess electronic devices, such as cell phones, that could facilitate conversations with native speakers, they choose not to leverage technology for this purpose. Gafar (2022) noted that using technology to engage in conversations with native speakers involves tools like online language exchange platforms, video calling applications, and virtual tutoring services to facilitate direct verbal interactions with individuals who speak the target language as their native tongue. This interesting revelation prompts further exploration into the reasons behind students' distrust in utilizing available technological resources for conversational language practice.

Question 3: To what extent do collaborative output tasks help for developing speaking skills?

The study's findings reveal a consensus among the majority of students, emphasizing the heightened effectiveness of role plays in enhancing their speaking skills. Engaging in this activity not only bolsters their confidence but also promotes fluency in oral expression. Guanoquiza (2019) mentioned that role-playing emerges as a potent strategy for refining English speaking abilities, offering a versatile approach that allows students to practice and creatively use the language in various scenarios. By assuming different personas and preparing in advance, students find that this immersive technique significantly contributes to their overall improvement, a sentiment echoed by those who have experienced its benefits. This strategy not only stimulates creativity but also enhances motivation, fostering a dynamic and practical application of vocabulary and grammatical structures learned in the classroom.

In contrast, debates appear to be the least utilized strategy, possibly due to a preference among some teachers for approaches emphasizing individual practice before delving into group discussions. Delgado (2018) argued that debates despite their underutilization, serve as a powerful tool for enhancing verbal expression. Participation in structured discussions provides individuals with opportunities to organize thoughts, articulate coherent arguments, and refine oral presentation skills. Beyond merely developing communication skills, this process contributes to the cultivation of critical thinking and persuasive response abilities. Moreover, debates encourage active listening and prompt adaptation to diverse perspectives, enriching the capacity to communicate effectively in varied contexts. Consistent engagement in debates not only diminishes stage fright but also nurtures confidence in oral expression, positioning this strategy as a valuable asset for comprehensive language development.

## CHAPTER IV.

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1 Conclusions

Following the analysis and processing of the survey results, the subsequent conclusions were attained:

Based on the findings, it can be concluded that students mainly use collaborative output tasks, such as group discussions and presentations, to improve their oral skills. As group discussions are a valuable tool for improving the English language by providing active practice, exposure to various forms of expression, developing communication skills, and building confidence. Just like group presentations, they offer a multifaceted platform to improve the English language skills by combining the development of language skills with the practice of presentation and teamwork skills. This integration provides participants with a well-rounded experience that benefits both their oral expression and overall communication skills. On the other hand, the collaborative output task that students do not use most frequently is storytelling, which means that it is something they are not exposed to in the classroom.

Students have adopted various strategies to enhance their speaking skills, including the use of technological applications (Duolingo, Hellotalk, elsa speak, etc) aimed at perfecting pronunciation. Additionally, they have chosen to make use of body language, as they find it easier to implement these techniques. Another beneficial strategy is to receive feedback from their peers and teachers. It is crucial to note that only a small number of students resort to technology for the purpose of engaging in conversations with native speakers. In this regard, it would be highly advisable for educators to encourage practice with native speakers, as this would significantly contribute to improving students' accent, pronunciation, and expanding their vocabulary.

The collaborative output tasks that are effective in improving speaking skills were role-playing and group presentations since with these tasks they can improve fluency, gain more confidence when speaking, and acquire more vocabulary and new expressions. It is beneficial for them because they are in contact with colleagues who know a little more about the language. In this case, since most teachers decide to use collaborative production tasks, students are more exposed to using the language and improving their skills.

## **4.2 Recommendations**

Teachers should use different collaborative output tasks, not always the same ones since each task has a different purpose to help students improve the English language. By working together on projects and activities, students not only practice the language in a contextualized way but also improve their listening and speaking skills. Collaboration in an English language learning environment allows them to exchange ideas, discuss relevant topics, and face linguistic challenges together. Additionally, by collaborating, students can benefit from the diversity of cultural knowledge and experiences present in the group, thus enriching their understanding of the language and their ability to interact in real-world situations. Ultimately, encouraging collaborative production in the English classroom not only strengthens language skills but also promotes a dynamic and participatory learning environment.

Encouraging strategies to improve speaking skills in an English class is essential to providing students with the tools necessary to communicate effectively in the language. Speaking skills not only involve correct pronunciation and grammar but also the ability to express ideas clearly and fluently. By incorporating interactive approaches, such as debates, pair activities, and oral presentations, students have the opportunity to actively apply their language knowledge in practical situations. These strategies not only strengthen students' confidence in expressing themselves in English but also provide them with a space to receive constructive feedback and improve their communication skills. Additionally, the emphasis on oral expression promotes more meaningful learning, as students not only memorize vocabulary and structures but actively use them in real interactions.

Since collaborative output tasks offer great effectiveness, their implementation is recommended so that students develop not only oral skills but also reading, listening, and writing by having practical and meaningful opportunities to develop their skills in a collaborative environment and socially interactive. These activities not only improve language skills but also contribute to the development of key social and emotional skills.



## C. REFERENCES

- Adickalam, E. R., & Md Yunus, M. (2022). The effects of collaborative tasks on the speaking skills of Malaysian adolescents in an ESL classroom. *International Journal of Academic Research in Progressive Education and Development*, 11(2). <https://doi.org/10.6007/ijarped/v11-i2/13887>
- Berru, M. K. R., Ortiz, N. E. S., & Patiño, A. E. C. (2023). *La efectividad del juego de roles para mejorar las habilidades del habla inglés en segundo año de Bachillerato*. Zenodo. <https://doi.org/10.5281/ZENODO.7697719>
- Babiker, A. (2018). Improving speaking skills in EFL classes through collaborative learning. *American Scientific Research Journal for Engineering, Technology, and Sciences*, 44(1), 137–154. [https://asrjetsjournal.org/index.php/American\\_Scientific\\_Journal/article/view/4175](https://asrjetsjournal.org/index.php/American_Scientific_Journal/article/view/4175)
- Barnard, D. (2018, febrero 21). *Guide for giving a group presentation*. Virtualspeech.com; VirtualSpeech. <https://virtualspeech.com/blog/guide-for-giving-group-presentation>
- Homenick, M. K. (2018, marzo 7). Bibliographic research: Definition, types, techniques. *Life Persona*. <https://www.lifepersona.com/bibliographic-research-definition-types-techniques>
- Bhat, A. (2018). What is field research: *Definition, methods, examples, and advantages*. QuestionPro. <https://www.questionpro.com/blog/field-research/>
- Gafar, S. (2022, diciembre 28). 7 strategies to improve your English speaking skills. *Heylama.com*. <https://www.heylama.com/blog/improve-your-english-speaking-skills>
- Delgado Reverter, L. (2018). El debate académico como instrumento educativo en la enseñanza secundaria. *PUBLICACIONES*, 48(2), 113–125. <https://doi.org/10.30827/publicaciones.v48i2.8336>

- Ghadiri, N., & Mashhadi Heidar, D. (2022). The impact of collaborative output tasks-based instruction on Iranian intermediate EFL learners' knowledge of active/passive voice. *International Journal of Research in English Education*, 7(4), 1–13. <https://ijreeonline.com/article-1-679-en.html>
- Dehqan, M., & Mohammadi Amiri, M. (2017). Collaborative output tasks and their effects on learning English comparative adjectives. *Teaching English as a Second Language Quarterly (Formerly Journal of Teaching Language Skills)*, 36(1), 1–26. <https://doi.org/10.22099/jtls.2017.22369.2030>
- Pishadast, A. (2022). The effect of collaborative output tasks on EFL learners' collocation knowledge. *Journal of New Advances in English Language Teaching and Applied Linguistics*, 4 (2), 909-919. <https://doi.org/10.22034/Jeltal.2022.4.2.2>
- Crisianita, S., & Mandasari, B. (2022). The use of small-group discussion to improve students' speaking skills. *Journal of English Language Teaching and Learning*, 3(1), 61–66. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/article/view/1680/561>
- Barandica, F., & Anyelyn, J. (2022). Developing oral skills through collaborative tasks in a group of pre-service english teachers. Universidad del Norte. <http://hdl.handle.net/10584/11189>
- Meena, R. S. (2020). The effect of cooperative learning strategies in the enhancement of EFL learners' speaking skills. *Asian EFL Journal Research Articles*. <https://papers.ssrn.com/abstract=3669661>
- Alsaraireh, M. Y. (2022). Strategies in enhancing speaking skills of EFL students. *World journal of English language*, 12(2), 371. <https://doi.org/10.5430/wjel.v12n2p371>
- Nassaji, H., & Tian, J. (2010). Collaborative and individual output tasks and their effects on learning English phrasal verbs. *Language Teaching Research*, 14(4), 397–419. <https://dialnet.unirioja.es/servlet/articulo?codigo=6343262>
- Jabbarpoor, S., & Tajeddin, Z. (2013). Enhanced input, individual output, and collaborative output: Effects on the acquisition of the English subjunctive mood. *Revista Signos (Impresa)*, 46(82), 5–6. <https://doi.org/10.4067/s0718-09342013000200003>

- Adnan Salih, F. (2022). The value of collaborative learning in developing student's speaking skills. *Route Educational and Social Science Journal*, 9(74), 144–165. <https://doi.org/10.17121/ressjournal.3266>
- Gualaquiza, C. (2019). El Role Play, como estrategia de enseñanza-aprendizaje, para desarrollar la habilidad de hablar en inglés. *Repositorio Digital RELACE*. <https://relace.org/el-role-play-como-estrategia-de-ensenanza-aprendizaje-para-desarrollar-la-habilidad-de-hablar-en-ingles/>
- Kuwabara, M., Einbinder, S. D., Sun, R., & Azizi, R. (2020). Collaborative learning techniques, student learning outcomes, and equal workload within groups in different teaching modalities. *International Journal of Teaching and Learning in Higher Education*, 32(2), 293–304. <http://files.eric.ed.gov/fulltext/EJ1286478.pdf>
- Chatterjee, R., & Correia, A.-P. (2020). Online students' attitudes toward collaborative learning and sense of community. *The American Journal of Distance Education*, 34(1), 53–68. <https://doi.org/10.1080/08923647.2020.1703479>
- Spence, C. (2022). *Collaborative learning: the science behind it, and why it works*. World of Better Learning | Cambridge University Press. <https://www.cambridge.org/elt/blog/2022/04/29/collaborative-learning-science-behind-it/>
- Br Sembiring, S. U., & Dewi, D. N. (2023). Implementing collaborative learning method in speaking class: Students' view. *Ideas: Journal on English Language Teaching and Learning, Linguistics and Literature*, 10(2), 1941–1952. <https://doi.org/10.24256/ideas.v10i2.317>
- Mondal, P., & Mondal, S. (2018). Quantitative and qualitative research: A mixed method approach in educational science. *International journal of technical research & science*, 3(VII). <https://doi.org/10.30780/ijtrs.v3.i7.2018.010>
- Riel, S. (2022). *Collaborative learning strategies for fostering teamwork in the ESL classroom*. *BridgeUniverse - TEFL Blog, News, Tips & Resources*. <https://bridge.edu/tefl/blog/collaborative-learning-strategies/>
- Elhashash, M. (2019). The concept of the teaching methods and teaching techniques. *PraxiLabs*. <https://blog.praxilabs.com/2019/03/14/the-concept-of-the-teaching->

methods-and-teaching-techniques-and-their-most-important-forms-in-the-current-ages/

Temp, B. (2022). The Importance of Output learning for Fluent Language. *Learn Laugh Speak | Learn Laugh Speak*. <https://learnlaughspeak.com/output-learning-for-fluency-in-language/>

Thi Yen, T., Ngoc Khue, N., & Thu Trang, N. (2023). Using the Jigsaw technique to improve English speaking skills for freshmen. *International Journal of Research and Review*, 10(5), 367–382. <https://doi.org/10.52403/ijrr.20230544>

Wickham, R. (2023). *18 ESL Pair Work Speaking Activities That Get Students Psyched*. FluentU English Educator Blog. <https://www.fluentu.com/blog/educator-english/esl-pair-work-speaking-activities/>

Royale, O. (2020). *A brief history of the English language*. Oxford Royale; Oxford Royale Academy. <https://www.oxford-royale.com/articles/history-english-language/>

Peker, H., & Arslan, Z. (2020). A critique of Merrill Swain's Output Hypothesis in language learning and teaching. *Eğitimde Kuram ve Uygulama*, 16(1), 99–108. <https://dergipark.org.tr/en/pub/eku/issue/55567/737595>

Hedstrom, B. (2018, mayo 10). *The input hypothesis (krashen's hypotheses series, #5 of 9) - Bryce Hedstrom - Comprehensible input materials & training*. Bryce Hedstrom - Comprehensible Input Materials & Training; Bryce Hedstrom. <https://www.brycehedstrom.com/2018/krashens-hypotheses-the-input-hypothesis/>

Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of language teaching and research*, 9(1), 197. <https://doi.org/10.17507/jltr.0901.25>

Groves, R. M., Fowler, F. J., Jr, Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2011). *Survey Methodology*. John Wiley & Sons.

Brookfield, S. D., & Preskill, S. (2012). *Discussion as a Way of teaching: Tools and techniques for democratic classrooms*. John Wiley & Sons. <https://books.google.com.ec/books?id=FUL->

VEFGGFMC&lpg=PR9&ots=1MqPU75n5F&dq=info%3AFVbPTUzgyokJ%3  
Ascholar.google.com&lr&pg=PR3#v=onepage&q&f=false

Bonilla, C., & Germánico, L. (2021). *Storytelling como estrategia didáctica para mejorar el proceso de aprendizaje del idioma Inglés como tercera lengua en los estudiantes de habla Shuar y Kichwa de la Escuela de Iwias Crnl de EM. Gonzalo Barragán*. Ambato: Universidad Tecnológica Indoamérica. <http://repositorio.uti.edu.ec/handle/123456789/2399>

Tanveer, M. A., Mildestvedt, T., Skjærseth, I. G., Arntzen, H. H., Kenne, E., Bonnevier, A., Stenfors, T., & Kvernenes, M. (2023). Peer teaching in undergraduate medical education: What are the learning outputs for the student-teachers? A systematic review. *Advances in Medical Education and Practice*, 14, 723–739. <https://doi.org/10.2147/amep.s401766>

Lewis-Kipkulei, P., Singleton, J., Small Singleton, T., & Davis, K. (2021). Increasing student engagement via a combined roundtable discussion and flipped classroom curriculum model in an OT and special education classroom. *Cogent Education*, 8(1). <https://doi.org/10.1080/2331186x.2021.1911284>

Hasriani, G. (2019). Interview as a learning technique in speaking subject: Students perspective. *Language circle*, 13(2). <https://doi.org/10.15294/lc.v13i2.18976>

# ANNEXES

## Annex 1

### Cronbach's alpha validation

Reliability statistics	
Cronbach's Alpha	N ° of Items
,947	22

Note: Reliability statistics with Cronbach's Alpha of the 22 questions with Likert scale.

## Annex 2

Survey Upon request

## Annex 3

**turnitin**

### Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: Alexandra Miranda  
Assignment title: Quick Submit  
Submission title: TRABAJO FINAL OCT23 FEB2024  
File name: Trabajo\_final\_1.pdf  
File size: 252.59K  
Page count: 39  
Word count: 13,250  
Character count: 76,904  
Submission date: 22-Dec-2023 09:58PM (UTC-0500)  
Submission ID: 2264283031

**CHAPTER I**  
**THEORETICAL FRAMEWORK**

**1.1 Research Background**

Education is the process of facilitating the learning skills, values, beliefs, and habits through storytelling, discussion, teaching, example, training, or research. Learning activities are the different tasks or exercises that a person or a group of them carry out with the purpose of advancing the learning process. These activities may be carried out in the context of the classroom or in extracurricular settings, either independently or collaboratively, whether integrated into a formal curriculum or pursued independently. Furthermore, diverse scholarly resources were utilized to support the investigation. The information was drawn from sources from different academic sources such as Taylor and Francis, Research Gate, and Google Scholar. The information compiled addresses the use of collaborative output tasks and speaking skills.

Gladis and Roldán (2022) aimed to determine how collaborative output tasks affected basic intermediate EFL students' knowledge of writer and speaker voice. The design of this study was quasi-experimental. Forty English learners participated in the study. Two groups were formed, one experimental and the other control each group with 20 students. The experimental group learned active-speaker voice through collaborative output tasks, while the control group received the conventional instruction. In order to measure the understanding of active and passive voice among students at the initiation and conclusion of the investigation, two equivalent examinations were developed pre-test and post-test. The results manifested that members of the experimental group outperformed members of the control group in all areas. Therefore, the use of collaborative production tasks in teaching active-speaker voice was found to result in a higher level of knowledge improvement.

Pichabue (2022) decided to measure the impact of collaborative output tasks on the lexical collection of Italian EFL learners. To achieve this, 40 students were selected to participate in the experiment based on their performance on the Oxford Placement Test (OPT). Students were divided into two equal groups: experimental and control. Participants in the experimental group were assigned collaborative output tasks involving collections to

Copyright 2023 Turnitin. All rights reserved.

## TRABAJO FINAL OCT23 FEB2024

### ORIGINALITY REPORT

8%

SIMILARITY INDEX

4%

INTERNET SOURCES

2%

PUBLICATIONS

6%

STUDENT PAPERS

### PRIMARY SOURCES

1	Nassaji, H., and Jun Tian. "Collaborative and individual output tasks and their effects on learning English phrasal verbs", Language Teaching Research, 2010. Publication	1%
2	Submitted to The University of the South Pacific Student Paper	1%
3	<a href="http://journals.shirazu.ac.ir">journals.shirazu.ac.ir</a> Internet Source	1%
4	<a href="http://eprints.tiu.edu.iq">eprints.tiu.edu.iq</a> Internet Source	<1%
5	<a href="http://www.coursehero.com">www.coursehero.com</a> Internet Source	<1%
6	Submitted to Universidad Europea de Madrid Student Paper	<1%
7	<a href="http://core.ac.uk">core.ac.uk</a> Internet Source	<1%
8	<a href="http://www.scielo.cl">www.scielo.cl</a> Internet Source	<1%

