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**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA:

**IMPLEMENTING COLLABORATIVE TASKS TO BOOST FLUENT COMMUNICATION OF
ENGLISH IN A1 STUDENTS**

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DEDICATION

With deep gratitude, I give thanks to God, whose divine wisdom, strength, and grace have guided me through every challenge of this journey. His presence has been my constant source of inspiration and resilience. To my beloved husband and daughters, your unwavering love, patience, and encouragement have been my greatest motivation. Their faith in me has powered my determination, and this achievement is as much yours as it is mine. To my dear mother and father, whose values, wisdom, and support have shaped the person I am today. Their sacrifices and belief in my potential have given me the strength to persevere, even in the face of adversity.

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RESUMEN

El contexto de la escuela pública, con limitaciones en recursos como laboratorios y libros, requiere enfoques prácticos y accesibles para fomentar el aprendizaje colaborativo en estudiantes de nivel A1. La implementación de tareas colaborativas permite crear oportunidades de aprendizaje sin depender de recursos costosos o poco disponibles. Estrategias como el uso de la tecnología, la interacción entre pares y metodologías innovadoras pueden ayudar a superar estos desafíos, fortaleciendo la confianza y las habilidades comunicativas en inglés de los estudiantes. En la Unidad Educativa Fiscal Guayaquil, la falta de recursos tradicionales hace necesario recurrir a enfoques alternativos para mejorar la comunicación fluida en inglés. Las actividades colaborativas, que requieren insumos mínimos y se basan en la interacción entre compañeros, facilitan el aprendizaje mutuo y la práctica en un entorno seguro y tolerante al error. Para los estudiantes A1, hablar inglés en público puede resultar intimidante, pero el trabajo en pequeños grupos reduce presión individual y fomenta la participación activa. Los métodos tradicionales centrados en el docente no siempre involucran a los estudiantes en la práctica oral de manera efectiva. En cambio, las tareas colaborativas, al incluir actividades interactivas y resolución de problemas, impulsan a los alumnos a usar el inglés con un propósito comunicativo real. Esto genera un entorno dinámico y motivador, promoviendo una mayor inversión en su propio aprendizaje. El aprendizaje en colaboración se basa en la tendencia natural de las personas a desarrollarse en contextos sociales. Los estudiantes pueden apoyarse mutuamente, compartir perspectivas y fortalecer sus habilidades de cooperación, lo que no solo facilita la adquisición del idioma, sino que también contribuye a su desarrollo social y emocional. Además, estas actividades pueden adaptarse a las necesidades e intereses individuales de los alumnos, incorporando elementos de su entorno y cultura. Este enfoque flexible garantiza una experiencia de aprendizaje relevante y atractiva, aumentando la motivación y el compromiso de los estudiantes.

Palabras claves: Implementación, Tareas colaborativas, Fluidez comunicativa, Enseñanza del inglés, Aprendientes A1, Interacción oral, Metodologías activas, Trabajo en equipo, Desarrollo lingüístico, Competencia comunicativa.

ABSTRACT

The public-school context, with limited resources such as labs and books, requires practical and accessible approaches to foster collaborative learning for A1 students. At Unidad Educativa Fiscal Guayaquil, limited access to traditional resources has created a need to find creative and cost-effective ways to help students develop their English communication skills. One effective approach that has made a difference is the use of collaborative tasks: activities that bring students together to learn from each other. Regarding peer interaction, technology, and innovative teaching strategies, educators can create meaningful learning experiences without relying on expensive tools or materials. These collaborative methods not only make English more accessible, but also help students gain confidence and improve their speaking skills. For A1 students, speaking English, especially in front of others, can be intimidating. But when students work in small groups, the pressure to work individually decrease. They feel more confident making mistakes, which facilitates more active participation and meaningful practice. In this context, each student has the opportunity to contribute, ask questions and learn through real conversations. On the other hand, traditional teacher-centered methods, which often limit student talk time, collaborative activities are interactive and purposeful. They involve problem-solving and genuine communication, making English feel less like a subject to be memorized and more like a tool for connection. This change transforms the classroom into a more dynamic, engaging space where students are motivated to take ownership of their learning. Lastly, collaborative learning builds on something deeply human—our natural tendency to connect with others. Through these group tasks, students not only develop their language skills but also grow socially and emotionally. They learn to listen, cooperate, and support one another, which creates a more inclusive and empowering environment for everyone involved. In addition, these activities can be adapted to the individual needs and interests of the students, incorporating elements of their environment and

culture. This flexible approach ensures a relevant and engaging learning experience, increasing learners' motivation and engagement.

Key words: Implementation, Collaborative tasks, Communicative fluency, English language teaching, A1 learners, Oral interaction, Active methodologies, Teamwork, Linguistic development, Communicative competence.

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Introduction

Nowadays, teaching English to students who have difficulty communicating fluently is challenging for both teachers and students. Nonetheless, if teachers focus on offering collaborative tasks such as a dynamic method, it will enhance and unlock A1 students' linguistic potential. For instance, some of the issues faced by 3rd baccalaureate A1 English students of “Unidad Educativa Fiscal Guayaquil” from Ecuador, are related to their motivation and fluency in speaking English. These students have encountered problems due to their limited fluency, fear of speaking, and passive learning methods. As Angela says, working collaboratively increases learners' confidence not only because they feel they are not being judged but because they learn to see that their mistakes are not just theirs (Buitrago, 2017).

As an English teacher with students aged from 16 to 18, I have realized that collaborative tasks enable students to interact and communicate in English, increasing more speaking practice and better fluency. My learners have reduced anxiety by fostering a friendly environment, eliminating their fear of speaking, and increasing participation. These assignments have undoubtedly promoted active learning since they challenge learners of this age to actively employ their English skills, resulting in better comprehension and communication

Moreover, collaborative tasks have been useful for special needs students by allowing for social interaction, communication practice, peer support, and behavior modeling. All of them provide an inclusive environment in which students with different abilities can learn from one another, setting a sense of community and mutual understanding. Cooperating tasks increase motivation and commitment, giving participants a sense of purpose and mutual responsibility. In addition, they offer a variety of learning opportunities, allowing for individualized support based on individual needs. Teachers play an important role in facilitating collaborative tasks by providing clear instructions, modeling appropriate language, and offering support throughout the process.

The motivation of my research project focuses on addressing the challenges faced by A1 level students in the Unidad Educativa Fiscal Guayaquil, in particular in a third-year high school course, aged 16 to 18 years old. The main problem identified is the insufficient development of fluent communicative skills in English. Although the students have a proficiency level of A1.1, they face barriers such as lack of resources, labs and books. In addition, a notable difficulty for their linguistic development is a lack of confidence in speaking. This lack of confidence may be due to a variety of factors, such as limited exposure to communicative activities, limited opportunities for collaborative tasks, and a generally low English immersion environment.

This study seeks to address common challenges in language learning through collaborative learning, an established approach that enhances communicative skills. Studies have shown that when students work together, they engage in more meaningful conversations, which contributes significantly to their overall language development. (Tsotetsia, 2022). By integrating collaborative activities, learners can engage with peers in a supportive environment, reducing hesitation and increasing participation in English conversations. This approach not only strengthens linguistic abilities but also boosts students' confidence in speaking. Eventually, it promotes active engagement and practical language use in real-life scenarios.

At present, it is imperative to take into account the particular public-school environment and the lack of resources, laboratories and books. The suggested solution should take into account practical and profitable techniques to generate collaborative learning opportunities without over-reliance on existing resources. This may require the use of technology, peer interactions, and innovative teaching techniques that fit the unique challenges these A1 learners face in their language learning. The primary goal is to provide students with the skills and confidence required to communicate fluently in English, despite the constraints of their educational environment.

Executing collaborative work to improve fluent English communication in A1 classes at Unidad Educativa Fiscal Guayaquil faces challenges such as limited resources like labs and books, requiring alternative learning strategies. Peer-to-peer

activities that require few materials can help bridge this gap, motivating learners to learn from each other and use their environment to practice. Public speaking can be stifling for A1 learners, but working in small groups reduces tension and promotes a supportive environment that encourages confidence. In contrast to conventional teacher-oriented approaches, team assignments engage learners in interactive activities, problem solving and real-world communication. This method boosts engagement, decreases anxiety, and enhances both language skills and the ability to collaborate as a team.

By utilizing the natural tendency of humans to learn in social environments, collaboration enables students to assist one another's education, get fresh viewpoints, and develop cooperative abilities. This approach enhances language acquisition while also fostering social and emotional development, preparing students for future academic and professional interactions. At Unidad Educativa Fiscal Guayaquil, collaborative tasks are adaptable to students' needs, incorporating local and cultural themes to make learning relevant and engaging. Given that Third Bachillerato students struggle with fluent communication due to a lack of confidence and fear of making mistakes, these activities provide a supportive environment that reduces anxiety and encourages participation. By promoting motivation and involvement, collaborative learning helps students overcome their hesitation and improve their speaking skills.

This project intends to investigate how teamwork can contribute to enhance effective communication among high school students of the Unidad Educativa Fiscal Guayaquil. It focuses on the fundamental challenges students face when speaking. The goal is to provide support for the design of pedagogical strategies that will make them more confident and enhance their ability to communicate effectively in English.

As a result, introducing collaborative projects to improve fluent English communication is a promising strategy for A1 students at “Unidad Educativa Fiscal Guayaquil”. It solves resource constraints, builds confidence and engagement, and creates a dynamic and effective learning environment in which students can acquire and practice English communication skills.

The proposal of this research has a relationship with the “Universidad Bolivariana del Ecuador” line which is “Pedagogy, Didactics, and Management of Education. According to this contour, the project-based learning (PBL) is the most important methodological technique that supports my research. This is a teaching style in which students engage in projects that need extensive study over a lengthy period to learn information, develop critical thinking, cooperate, and react to an authentic, engaging, and complicated issue, problem, or challenge. In other words, it refers to putting students in groups of two or four to work on projects based on a selected or provided topic, which necessitates investigation, preparation, and the presentation of discoveries or solutions. In this approach, learners are explicitly instructed in some of the specific micro-skills, strategies, and processes involved in conversation (Hamad & Alnuzaili, 2022) .

Furthermore, interacting with others enhances learning by promoting teamwork, fostering critical thinking, and providing possibilities for emotional support and skill improvement. It is supported by social constructivism, a theoretical perspective related to thinkers like Lev Vygotsky, who emphasizes the impact of social interaction in learning. All of Vygotsky's research and theories are collectively involved in social constructivism and language development, such as cognitive dialogue, the zone of proximal development, social interaction, culture, and inner speech (Ahmed, 2024).

The General objective of this research project is to evaluate the effectiveness of implementing collaborative tasks as a pedagogical strategy to elevate fluent communication skills in A1-level English students from 3rd Bachillerato at “Unidad Educativa Fiscal Guayaquil”.

The specific objectives of this research proposal include:

- To evaluate the influence of collaborative tasks on oral proficiency, using pre- and post-intervention assessments, including speaking tests and communicative

language tasks, to measure the observable improvements in students' ability to express themselves fluently and confidently in English.

- To investigate the level of student engagement and interaction during collaborative tasks and analyze the dynamics of peer-to-peer communication, the frequency of language use, and the quality of interactions.
- To identify and analyze the key design elements that contribute to the effectiveness of collaborative tasks in boosting fluent communication.

For my study, the independent variable is “Collaborative Tasks,” which symbolizes the intervention I am altering to establish its effect. The dependent variable is “A1 Students' English Fluency,” and will be the response or outcome that I will examine to establish the impact of the independent variable.

The independent variable, often called the IV, is the element that researchers change or manipulate during a study. In some types of regression analysis, it's also referred to as the "criterion" variable. In my research, the independent variable is Collaborative Tasks. This represents the strategy or intervention I'm introducing to see how it influences the outcomes (Juni, 2024).

The dependent variables are the outcomes or responses that researchers observe and measure in a study. In my case, the dependent variable is Boosts fluency of A1 students. This reflects the specific result I study whether the collaborative tasks make a difference (Juni, 2024). This variable, known as DV, is vital for measuring the effect of the independent variable. Optimizing English A1 learners' fluency is a crucial advancement to assist them in gaining confidence and actively participating in speaking activities. Organized speaking practice, comprising role-plays, dialogues, and group discussions, markedly boosts verbal fluency in novices by decreasing anxiety and boosting comfort in handling language (Newton, 2020).

Today's pedagogical methods emphasize the relevance of creating a supportive and engaging environment to foster A1 learners' fluency. For example, gamification in language learning has been shown to motivate students while encouraging active

participation (Katsenou, 2015). Moreover, the usage of technological tools, such as language learning apps and digital flashcards, gives personalized feedback and bringing to local pronunciation, which further enhances fluency advancement (Tamayo, 2023). Research emphasizes the importance of scaffolding, in which teachers provide strategic support to guide students until they are able to hold dialogues autonomously (Liu, Yin, & Lee, 2024) .

This study uses a mixed-method approach to understand how collaborative activities influence A1 learners' verbal fluency. To measure their progress in English proficiency, students will be given pre- and post-tests, which will provide precise quantitative information. Simultaneously, classroom observations and feedback from the students will allow us to understand how they interact, cooperate and use language during these activities. Students will also express their thoughts through open-ended questioning, which will provide us with useful data about their learning experiences, challenges and successes. All of these data (test results, observations, feedback and reflections) will be reviewed with the goal of detecting patterns and identifying areas for improvement.

The main group to benefit from using collaborative tasks are A1-level high school students between the ages of 16 and 18. These learners are just beginning their journey with English and often lack the confidence to communicate effectively. Many of them struggle with limited exposure to the language, a small vocabulary, and the lack of resources commonly found in public schools. Collaborative activities help create a positive and interactive classroom environment where students can practice real communication and gradually overcome these obstacles. Teachers also gain from this approach, as they get to see their students grow and improve their speaking skills. In the end, this method not only boosts student participation but also supports stronger language development overall.

The study focuses on Unidad Educativa Fiscal Guayaquil in Guayaquil, Ecuador, where students from various socio-economic backgrounds encounter several challenges. The school's English curriculum, which covers speaking, listening, reading,

and writing, falls short in helping students develop speaking fluency. This research looks into the difficulties faced by 3rd-year UGB A1-level English students, including fear of speaking due to limited vocabulary, pronunciation struggles, and low fluency.

It is known that the traditional classroom methods prioritize passive learning, which leads to students memorizing rather than producing.

Additionally, the focus was more on applying grammar rules and correct pronunciation in conversation rather than the student feeling confident in applying the learned vocabulary.

The collaborative tasks method works toward to boost A1 students' confidence and motivation in speaking activities despite the school's limited resources, such as inadequate infrastructure, lack of books, and insufficient technology. Other challenges include the continuous admission of new students and cases of assisted classes or homeschooling, which hinder skill development, particularly in fluent communication. Implementing collaborative activities in 3rd Bachillerato "G" at Unidad Educativa Fiscal Guayaquil fosters real-life communication, allowing students to correct mistakes, enhance fluency, and strengthen key skills like listening and comprehension. This approach also promotes teamwork, interpersonal skills, and cultural competence, preparing students for academic and professional success. Ultimately, collaborative learning not only improves language proficiency but also contributes to students' confidence, personal growth, and social development.

This methodological proposal is divided into three chapters. Chapter I reviews previous studies on collaborative tasks in language learning, their origins, key researchers, and methodological considerations such as sample selection and data collection. Chapter II details the investigative process, including conceptualizing variables, research methods, instruments, participant characteristics, and initial diagnosis. Chapter III presents data analysis and results, covering pretest and posttest statistics, student progress, study limitations, and challenges faced. Proposals, evidence supporting the objectives, and ideas for future research are concluded with.

Chapter I: Theoretical Framework

1.1 Research background

The primary goal of this master's degree research is to investigate and assess the efficacy of implementing collaborative tasks as a pedagogical method for improving fluent communication abilities in A1-level English students. The study is to investigate the impact of collaborative learning approaches on the language development of students at the foundational stage of English proficiency. By focusing on A1-level learners, which are typically high school students aged 16 to 18, the study hopes to bridge a gap in knowing how collaborative tasks might be adapted to meet the specific linguistic needs and obstacles faced by this demographic. There are four studies that support the effectiveness of collaborative tasks to boost speaking fluency in A1 students.

In 2015, researchers highlighted that social constructivism suggests that meaningful learning occurs when individuals participate in social activities such as interaction and collaboration (Jafari & Davatgari, 2015). Collaborative tasks are therefore closely related to social constructivism, by promoting the exchange of knowledge through debate, problem-solving, and peer teaching. Central to this theory is Lev Vygotsky's work, which emphasizes the role of social interaction and cultural context in the development of cognitive abilities. Vygotsky argued that cognitive growth is mediated by cultural tools and language, the latter being particularly essential for intellectual development.

As a classroom approach, collaborative learning significantly enhances speaking fluency by encouraging students to work together, engage in meaningful interactions, and provide mutual support, eventually leading to improved communication skills (Laal, 2011). By interacting with others, children receive feedback on their activities, they learn socially appropriate behaviors and they understand what is involved in cooperating and working together (Chad N. Loes, 2018). Cooperative learning is a method that can enhance speaking fluency by

providing students with opportunities to interact with their peers (Ehsan Namaziandostm Mina Hamayouni, 2020). For instance, groups think more efficiently than the best member of the group working alone, and it was observed that individuals were more productive when they worked in groups than when they worked alone (Arayah, 2018). By engaging with peers and contributing to teachers' leadership, students can significantly enhance their verbal expression skills and self-assurance, establishing a robust groundwork for their English education (Yang, 2024)

Project-based learning (PBL) is one of the most important methodological techniques that supports this study; students are actively involved in the learning process. It makes them work collaboratively with others and reflect on what they have learned (Nurhidayah, Wibowo, & Astra, 2021). Definitely, through this method, the students acquire knowledge, skills, and develop abilities by constructing their own understanding in investigation of a question from real life or building products (Xinke Song1, 2024). On other hand, this form of teaching and learning differs from traditional teacher-centered approaches, in which students are provided information through reading texts or practice skills in a textbook; while, in PBL students are given the structure, resources, and advice from teachers, but they are responsible for figuring out how to learn and discover things on their own. (Stanley, 2021). Moreover, this method engages learners in extended, real-world projects that encourage inquiry, collaboration, and interdisciplinary learning. It fosters critical thinking, deep understanding, and real-world skills but requires significant time and clear assessment criteria (Rashov, 2024).

Communicative Language Teaching (CLT) highlights interaction as a principal technique of language learning and pursuit to motivate and improve learners' communicative competence and the capacity to use the language successfully in real-life situations. It emerged in the 1970s as a response to the limitations of traditional grammar-based teaching methods (Rashov, 2024). This approach, intent to prioritize the meaning of communication rather than memorizing grammar rules through activities like: role-plays, discussions and problem solving (Tweedie & Johnson, 2018). The language is used in everyday contexts, it means teachers use real-life materials to

expose students to the language; the authentic materials could be: newspapers, videos and songs (Illés & Akcan, 2016). This method enables students to actively participate in their education and frequently works in groups or pairs to improve social interaction and teamwork (Rashov, 2024).

1.2 Philosophical Foundations.

Collaborative tasks are firmly established in the sociocultural theory of learning, which highlights the social interaction's impact on cognitive development. As said by Vygotsky's (1978) about the concept of the Zone of Proximal Development (ZPD), students get new skills throughout conducted interaction with knowledgeable peers or instructors. In the context of A1 English students, collaborative tasks like role plays, information gap activities, and peer discussions generate chances for scaffolded learning. These activities boost learners to practice language in a meaningful context, therefore enhancing their capacity to communicate fluently (Swain & Lapkin, 2002). By the way of social interaction, learners develop linguistic competence by negotiating meaning and co-constructing knowledge, making collaboration is an important part of language acquisition (Lantolf & Thorne, 2006).

Epistemologically, the constructivist perspective also supports the implementation of collaborative tasks as a means of enhancing fluency. Active learning through social interaction and experience is underscored by constructivism, as introduced by Piaget in 1950) and further developed by Bruner in 1983 (Barone, Maddux, & Snyder, 1997). Howbeit A1 learners participate in collaborative activities, they develop their comprehension by engaging in shared dialog and problem-solving. (Bai, Li, & Chen, 2018). This approach not only promotes fluency, likewise increases student autonomy, as students assume accountability for their language development. Finally, collaborative tasks align with constructivist principles by creating an interactive learning environment where students develop communicative competence through meaningful engagement (Bin, 2024).

Task-based language teaching (TBLT) gives a solid theoretical framework for implementing collaborative tasks in A1 classrooms. TBLT, entrenched in communicative language teaching, encourages fluency by engaging students in authentic, goal-oriented tasks that mirror real-world communication (Ellis, 2024). Working to complete assignments enables students to contribute, engage in meaningful exchanges, and generate output—all of which are necessary for improving speaking skills (Sirisrimangkorn, 2021). This finding proposes that collaborative tasks decrease language anxiety and foster confidence, making students more eager to take risks in communication (Aramaki, 2024). Thus, implementing TBLT-based collaborative activities enables A1 students to shift from structured language use to more natural, fluent speech (Ramos, 2021)

The axiological basis of the interactionist theories of second language acquisition (SLA) justifies the use of collaborative tasks in boosting fluency. According to this theory, significant interaction helps language development by helping students to determine their knowledge gaps and adapt their assignments properly (Broad, 2020). In peer-based tasks, A1 students involve in negotiation of meaning, where they clarify, make questions, and paraphrase, thus improving their communicative abilities (Mackey, 2012). Moreover, output hypothesis highlights that speaking and producing language are important for learning grammatical structures and refining fluency (Swain M. , 2005). Whereas students use English actively in collaborative sceneries, they receive feedback and improve their language skills, reinforcing their skill to communicate effectively (Pusdá, 2021).

1.3 Legal and Educational Context.

The Ministerio de Educación (Ministry of Education) oversees Ecuador's foreign language program, which emphasizes communicative proficiency in English to get students ready for international interactions. Through engaging and meaningful learning experiences, students' linguistic, pragmatic, and intercultural abilities are to be

developed in accordance with the National Curriculum Guidelines for English as a Foreign Language (Educación, 2016). In this context, teamwork activities are promoted to enhance student involvement in communication in real contexts. These activities are in line with Ecuador's educational policies, which promote learner-centered methods to foster autonomy and social interaction. Therefore, A1 level students benefit from organized collaborative tasks that increase fluency and confidence when communicating in English.

In addition, teamwork is fundamental in Ecuador's educational environment, as it is in line with the skills-centered learning approach of the national curriculum. The importance of interactive techniques encourages students to engage in peer discussions, role-playing and project-based learning to enhance their language (Educación, 2016). These tactics create a favorable environment in which students become fluent by understanding meaning and improving their speech through constant practice. Besides, team tasks decrease the emotional filter, which simplifies English expression (Palomares, 2024). Ecuadorian teachers promote language competency and critical communication skills that are necessary in both academic and professional contexts by including teamwork into the curriculum.

The effect of collaborative activities on speech fluency is clear in studies on second language acquisition, which emphasize the relevance of interaction in the progress of oral proficiency (Namaziandost Ehsan, 2020). The output hypothesis proposes that learners enhance their fluency when they are encouraged to generate oral language in relevant situations. In Ecuador classes, collaborative activities provide organized opportunities for A1 learners to exercise speaking in a reduced-pressure environment. Through peer feedback and real simulations, learners progressively gain confidence and form natural, logical speech. This method of communication ensures that fluency is not just an educational goal, but a practical product of active involvement in the foreign language classroom.

1.4 Independent Variable Conceptualization

1.5 Collaborative tasks and its principles

Collaborative tasks are a crucial element of communicative language teaching (CLT) and task-based instruction (TBLT), which aim to enhance learners' language proficiency through relevant social interaction. These activities demand that learners collaborate to achieve a shared goal, thus fostering collaborative learning and active involvement in language use. (Han, 2021) Team-based language learning activities are based on several essential principles that guide their effectiveness in fostering communication and fluency. These principles ensure that learners actively engage in relevant interactions, strengthen their language skills, and enhance their problem-solving abilities in social settings. The following are the fundamentals of collaborative activities:

- **Interaction and Communication**

The primary foundation of collaborative tasks is interaction, which facilitates the development of language skills through communication. More over the Interaction Hypothesis, meaningful interaction enables learners to notice gaps in their linguistic knowledge and adjust their output accordingly (Zhao, 2021). Tasks such as information gap activities, role-plays, and debates encourage students to exchange ideas, negotiate meaning, and clarify misunderstandings (Mackey, 2012). Definitely, this interactive process not just reinforces their linguistic abilities withal helps them develop confidence in using the target language in real-world contexts.

- **Positive Interdependence**

Collaborative activities require learners to work together to achieve a shared goal, creating a sense of positive interdependence. This principle ensures that everyone involved contributes to the task and supports each other in achieving success (Zhong, 2021). As students feel responsible for both their personal roles and the common success of the team, they become more

engaged in the educational process. Tasks such as problem reading, problem-solving conversations, and group storytelling strengthen collaboration by giving each student an essential role in achieving a shared goal. (Anderson, 2019).

- **Negotiation of Meaning**

Effective collaborative activities motivate learners to engage in meaning negotiation, a process where they alter their language for others to understand. (Valverde, 2021). Thus, the output hypothesis holds that language production contributes to learners improved linguistic accuracy and fluency (Al-Mahrooqi & Tuzlukova, 2011). In group conversations, students have the opportunity to ask for explanations, reformulate their statements or modify their discourse according to the observations of their peers. (Erkan & Yannis Dimistradis, 2020). This constant modification and reorganization of language promotes deeper understanding and more effective communication.

- **Authenticity and Real-World Relevance**

Collaborative activities should be created to represent genuine language use, ensuring that students engage in meaningful and relevant communication. Authenticity enhances motivation and motivates learners to use English in situations that represent everyday life scenarios (Han & Resta, 2020). For example, problem-solving discussions, project-based learning, and simulations of real-life scenarios (such as ordering food in a restaurant or conducting an interview) provide learners with practical opportunities to exercise their language skills. When learners see tasks as essential for communication in everyday life, they become more engaged in their educational process (Wang, Thompson, Uz-Bilgin, & Klopfer, 2021).

- **Peer Scaffolding and Support**

Collaborative activities are consistent with Vygotsky's theory about the Zone of Proximal Development (ZDP), in which learners enhance their language

skills with the support of more skilled peers (Eun, 2017). Peer scaffolding happens when students support each other by teaching proper language usage, providing feedback or clarifying complicated concepts (Chun & Cennamo, 2022). For example, in collaborative work or discussions, more experienced learners can assist their peers by rephrasing sentences or guiding them with complex linguistic structures. This type of active involvement promotes language progress and assists learners in improving their current abilities..

1.6 Studies associated to independent variable: Implementing collaborative task.

Several studies have investigated how the use of collaborative tasks can affect English language learning in Ecuadorian public schools. A recent study noted several factors that influence the teaching and learning of English as a foreign language (EFL) in Ecuador. By observing classrooms and speaking with public school teachers, researchers found that cooperative learning strategies, such as group activities and peer interaction, helped boost student participation and language skills. The study concluded that incorporating collaborative tasks can help overcome challenges such as shortages of teaching time and resources in public schools. (Sevy-Biloon, Recino, & Muñoz, 2020).

In another study, the importance of integrating collaborative learning and conversational skills into the EFL curriculum was emphasized to improve language proficiency. It was highlighted that tasks encouraging collaboration among students help in the practical application of language skills, leading to better fluency and comprehension. The study suggested that activities be designed by educators that require students to work together, creating a communicative environment that supports language learning (Barre, 2021).

Additionally, a study by Bedel explored the use of literature circles as a form of collaborative learning in EFL classrooms. The research found that literature circles, where small groups of students discuss a piece of literature in depth, promote peer discussions, negotiation of ideas, and expression of comprehension. This collaborative

approach not only enhanced reading skills but also stimulated social interaction and improved overall language proficiency among students (Bedel, 2016).

Moreover, another study highlighted the importance of collaborative learning in the Ecuadorian EFL context. It was argued by the researchers that collaborative tasks, such as group projects and peer reviews, are essential for developing communicative competence. It was suggested that these tasks encourage active participation and create opportunities for authentic language use, which are vital for language development. (Marlen & Toledo, 2017).

In summary, this research emphasizes the importance of incorporating collaborative activities in Ecuador's public schools to improve English language learning. By fostering a cooperative learning environment, student engagement, language proficiency, and communication skills can be enhanced. It was noted that reliance on traditional teaching methods can hinder student motivation. In contrast, creative approaches were found to facilitate knowledge acquisition, simplify the achievement of educational goals, and improve both skills and abilities. Effective pedagogical training and an active classroom environment, including motivational and communication strategies, are considered essential. (Anwer, 2019).

1.7 Studies associated to the dependent variable: Boots fluency of A1 students.

The skill of speaking is often regarded by some students as the most challenging of the four, as it is perceived to involve a complex process of constructing meaning. Communication is understood as a multifaceted process in which both verbal and nonverbal cues are used to facilitate the exchange of information and meaning between individuals. (Priya Singh, 2024).

Current research has evidenced several techniques for enhancing the fluency of A1 English learners. One investigation explored the effect of information support tasks on the verbal fluency of learners in Honduras. The findings revealed that these

activities significantly improved learners' speaking abilities, suggesting their effectiveness in similar educational contexts (Caballero & Cisterna, 2023)

Various strategies have been explored to enhance the English-speaking fluency of A1-level adolescent students in Ecuadorian public schools. For instance, one study analyzed how Communicative Language Instruction (CLT) could contribute to increasing the dialogue time of fifth-grade A1 students in Quito. The scientists will be given a demonstration class that involved collaborative tasks, role-playing, and working together. As a result, the students exhibited significant gains in their speaking skills, vocabulary, and ability to collaborate in problem solving. Numerous students also expressed great appreciation for the interactive approach, highlighting how it facilitated their use of English in a more active and confident way. (Campoverde, Campoverde, & Bonilla, 2024).

Another study was conducted by Infante Vera and Carabajo Romero to explore how picture description activities could be used to improve speaking skills among A1-level students at Teodoro Wolf Public High School in Santa Elena. Qualitative methods, including interviews with 28 ninth-grade students, were employed. It was found that visual aids stimulated students' imagination and encouraged greater participation in speaking activities. However, a lack of confidence in using English was identified as a common challenge. To address this, the creation of a supportive classroom environment and the provision of regular speaking practice were recommended by the authors (Infante & Carabajo, 2023).

The importance of playful learning to enhance verbal fluency in English among second-grade A1-level students was established by Fuentes Cruz and Ortega Pillasagua. An electronic poster featuring games was developed with the aim of increasing motivation and encouraging active involvement in the English learning process. It was determined that the inclusion of games could not only boost students' interest but might also foster a more interactive and effective learning environment. In this setting, the development of critical thinking, problem-solving abilities, and fluency in spoken language could be positively supported (Fuentes, 2024).

The use of differentiated instruction in English lessons at Ecuadorian universities was investigated by Cárdenas-Sánchez, with its relevance highlighted for students coming from public educational institutions. It was indicated that English is taught across all levels of education in Ecuador, and that the National Curriculum provided by the Ministry of Education is followed by public institutions. However, despite these efforts, ongoing challenges were identified, as only 14% of students are reported to perform well in English proficiency tests. To address this issue, the use of more personalized teaching methods was suggested, so that the diverse needs of learners can be met—potentially leading to more favorable fluency outcomes, particularly for those at the A1 level (Cárdenas, Ochoa, & Morales, 2020).

These studies underscore the importance of learner-centered and interactive approaches—such as Communicative Language Teaching (CLT), visual aids, playful learning, and personalized instruction—in helping A1-level adolescent students in Ecuadorian public schools improve their English fluency. It also highlights that one of the key strengths of effective educators is their ability to adapt their teaching methods. This flexibility leads to more reliable and well-rounded learning outcomes, especially in activities that focus on speaking. Bringing creativity into the classroom offers many benefits, including making collaborative learning more engaging and effective.

1.8 Collaborative tasks within Language Education.

Collaborative activities are now considered an essential part of language instruction, as they help create an environment where active interaction among peers can be encouraged to support language development. It has been shown through various studies that these activities may not only improve language proficiency but can also enhance critical thinking and social skills among learners. For example, it was found that the use of online collaborative tasks—such as digital storytelling and virtual discussions—could significantly boost the speaking abilities of English as a Second Language (EFL) students. (Helal, 2019). The effectiveness of cooperative learning in

improving oral skills has been highlighted by these findings. It can be suggested that by integrating collaborative activities into the curriculum, more dynamic and meaningful learning experiences may be created—ones that reflect real-life communication situations.

Moreover, the success of tasks is often influenced by how they are organized in teams. It has been shown that task-based education (TST) can encourage collaboration and active participation among ESL learners, which may lead to improvements in verbal fluency (Castillo, Silva, & Sanabria, 2018). In task-based learning, tasks are designed to help students achieve their language learning goals while working together, encouraging meaningful communication and real language use. Not only are students' language skills developed through this approach, but their confidence in speaking is also boosted. Therefore, when well-structured group projects are incorporated into language lessons, students' fluency and communication abilities can be significantly enhanced.

1.9 Connection to Communicative Language Teaching and collaborative tasks in the classroom.

Communicative Language Teaching (CLT) is centered around interaction as both the primary method and goal of language learning, which aligns perfectly with the use of collaborative tasks in the classroom. (Moh, 2019). By involving A1 students in group activities that require meaningful communication, authentic environments for language use can be created, which may help improve students' fluency and boost their confidence (Asma & Khaoula, 2020). It has been shown that collaborative learning techniques significantly lower language anxiety and enhance speaking abilities among English as a second language learners (Chioukh, 2021).

This method is not only seen as simplifying language learning but may also promote essential social skills through collaborative learning experiences. Therefore, the inclusion of collaborative activities within the CLT framework can be considered an effective approach to improving communicative abilities in beginner learners.

The effectiveness of collaborative activities in CLT is heightened by their potential to encourage active engagement and interaction among learners. It has been suggested that task-based, communication-oriented lessons can enhance the cognitive, emotional, and social involvement of young language learners (Al-Shammari, 2021). By engaging in pair or group activities, learners are encouraged to discuss meanings, exchange ideas and provide feedback, leading to deeper understanding and more efficient use of the target language. These interactive environments not only enhance language skills, but also promote learners' confidence in natural language use. Thus, collaborative activities are an essential component of CLT, since they generate dynamic and participatory learning environments, essential for language progress.

This technique is believed to not only make language learning easier but also help develop key social skills through collaborative learning experiences. As a result, the inclusion of collaborative activities within the CLT framework could be regarded as an effective way to enhance communicative abilities in beginner learners.

The efficiency of cooperative activities in this approach can be enhanced by their ability to encourage active engagement and interaction among learners. It has been suggested that task-based, communication-focused lessons may improve the cognitive, emotional, and social involvement of young language learners (Guerrero, 2019). By bring into line activities with learners' interests and experiences, motivation can be improved, and a more personalized learning experience may be fostered. Therefore, collaborative activities are not only seen as consistent with the principles of CLT but could also play a significant role in the overall development of early language learners.

1.10 Types of Tasks.

Implementing collaborative tasks in the classroom can significantly boost A1 learners' verbal fluency. Here are five effective actions:

- **Line-Up Role Plays:** Divide the class into two sets, each with a particular role (e.g., buyers and traders). Students are organized in pairs to simulate situations and then rotate to perform the same activity. This repetition makes it easier for students to practice improvising and adapting their language in different situations (Wickham, 2018).
- **Information Gap Activity:** When students collaborate in pairs, each student obtains different data to share to complete a task, such as filling in a missing part of a dialogue or illustrating a picture. This work promotes active listening, turn-taking, and natural speech generation, which are essential for advancing fluency (Gibbons, 2019).
- **Role-playing conversations:** Students engage in scripted and unscripted conversations that mimic everyday scenarios, such as ordering food in a restaurant or asking for directions. The role-plays facilitate A1 students in developing confidence in speaking and practicing frequent phrases in context, thus promoting effective language use (Adams & Oliver, 2023).
- **Group Storytelling:** Students are grouped in a circle and the teacher offers a first sentence for a narrative. Each student introduces a sentence in turn, building on previous input. This activity promotes creativity and active involvement, and assists students in co-creating cohesive narratives (Adinda, 2020).
- **Ta-Talk Activity:** Students choose a topic from a list, organize themselves for one minute, and then discuss it for one minute while their peers listen and provide feedback. This exercise emphasizes fluency by encouraging students to express their thoughts in a restricted time (Fujii, 2021).
- **Discussions circles:** Organize students in groups to discuss a specific topic, question or text. Each student, in turn, presents his or her point of view and responds to the others, which promotes dialogue and active listening skills. This arrangement promotes a favorable environment for exercising natural speech (Ohidujjaman, 2023).

- **Role-Playing Board Games:** Learner can use board games to take on different roles and explore scenarios that require the use of target language structures. For instance, a “Travel Adventure” game can allow students to practice dialogues linked to travel circumstances, thus enhancing their communication skills in an entertaining and interactive way (Wong, 2021).
- **Shadowing:** Shadowing is an effective speaking exercise where A1 learners listen to a model speaker and immediately repeat his or her speech, replicating pronunciation, tone and rhythm. This technique boosts fluency, listening comprehension and confidence by strengthening one's own speech patterns through synchronization and repetition (Kadota, 2019).

Team speaking activities are important for building fluency and confidence in A1 learners, through organized and interactive tasks. Ta-Talk and discussion groups encourage free dialogue and active listening in group or time-constrained settings. Besides, role-playing and group storytelling encourage creativity and adaptability through constant interaction. Furthermore, role-playing games enhance communication skills by recreating real situations that demand cooperation. Moreover, role-playing dialogues and shadowing enhance the use of habitual expressions and optimize pronunciation and rhythm. These tactics create dynamic environments that promote speech growth and effective communication.

1.11 Task Complexity and Cognitive Engagement.

It is crucial to include collaborative activities with varying degrees of complexity to enhance cognitive engagement in A1 English learners. The Cognition Hypothesis suggests that more complex activities, those involving additional objects or requiring greater thought; may lead to deeper cognitive processing. As a result, both the complexity and accuracy of language use could be enhanced (Robinson, 2015). By carefully designing activities that progressively challenge students, sustained attention

and active participation may be encouraged, both crucial for developing effective communication skills. For instance, activities that require students to work together to solve problems or negotiate meanings in unfamiliar contexts could effectively engage cognitive resources, thereby supporting language development (Indriati, Mai, & Yeen-ju, 2024). Thus, a strategic approach to task complexity can significantly enhance the effectiveness of collaborative learning in language acquisition..

Moreover, recent research has shown that team organization before beginning collaborative tasks has a positive impact on students' verbal performance. It has been observed that when learners engage in cooperative organization, they exhibit enhanced fluency and complexity in their linguistic elaboration during collaborative activities. (Farahanymia & Kathib, 2021). It suggests that collaborative pre-task planning has been shown to allow learners to share cognitive resources, discuss strategies, and anticipate linguistic challenges, thereby reducing cognitive overload during task performance. The implementation of these collaborative planning sessions could have been particularly beneficial for A1 learners, as it may simplify their learning process and boost their confidence in language proficiency (Murphy, Fox, Freeman, & Hughes, 2017). Therefore, incorporating collaborative planning into task-based education can lead to enhanced cognitive engagement and the development of fluent communication skills.

1.12 Authenticity and Real-World Relevance in Task Design.

Integrating practical tasks into collaborative activities has been recognized as crucial for enhancing effective communication among A1 English learners. By engaging students in tasks that reflect everyday interactions, such as ordering food, asking for directions, or scheduling appointments, practical language skills may be developed, which can be used beyond the classroom (Al-Shammari, 2021). Furthermore, to having increased students' motivation, this approach has been shown to foster their ability to apply what has been learned in the classroom to real-world situations, which can improve their communication skills (Wong & Nunan, 2011). The use of genuine resources and tasks has a positive impact on learners' communicative

abilities and optimizes pedagogical practices. Thus, it is significant to develop tasks of practical relevance to promote effective language use in novice learners (Brown S. , 2015).

Furthermore, by pushing learners to learn language in contextually meaningful ways, authentic task designed promotes deeper cognitive involvement. Students are more likely to participate in meaningful meaning negotiation and problem-solving, two essential elements of language acquisition, when they work together on assignments that represent authentic communicative goals. (Luo, Murray, & Crompton, 2017). For example, including genuine items (such as menus, schedules, or social media posts) in collaborative activities can provide learners with a view of language as it is naturally used, thus enhancing their comprehension and production skills (Herrington, 2006). Because of this connection with language use in the real world, students are more equipped to handle realistic-world communicative situations outside of the classroom.

1.13 Language Lesson Using Task-Based Teaching Method.

The implementation of collaborative activities to enhance English fluency in A1 students requires an organized approach that includes three fundamental stages: Pre-task, execution and post-activity.

1.13.1 Pre-task Phase:

- **Students' prior knowledge:** Learners are encouraged to participate in brainstorming sessions and guided conversations, so that they can engage effectively in the following activity (Kostons, 2015).
- **Setting Goals:** The precise description of task goals provides learners with appropriate advice, boosting their motivation and knowledge of the expected outcomes (Silver & Bufanio, 1996).

1.13.2 Task Execution Phase.

- **Collaboration Tasks and Fluent Communication:** Implementing activities that require learners to participate in solving problems or completing projects

promotes authentic language use and the development of good communication skills (Buitrago, 2017).

- **Collaboration and Negotiation:** Collaborative activities challenge students to communicate, negotiate meaning, and develop knowledge together (Ellis, Skehan, Li, Shintani, & Lambert, 2020).

1.13.3 Post-task Phase.

- **Reflection:** Inspiring students to reflect on their performance and the tactics employed during the activity helps to consolidate information and find areas for growth. (Kündig, 2020).
- **Language Focus:** Encourage students to reflect on their performance and the tactics employed during the activity helps consolidate information and find areas for growth (Tian, 2017).
- **Feedback:** Giving positive feedback on both the topic and linguistic parts of the job helps students to improve their speaking and grasp of the language. (Shintani, Aubrey, & Donellan, 2016).

1.14 Dependent Variable Theoretical Support: Boost fluent communication in English.

1.15 Fluent communication as a Productive Skill.

The ability to communicate fluently in English is a productive competency that enables students to convey ideas efficiently and naturally. It refers to the ability to generate language in real time, preserving cohesion and coherence without unnecessary equivocation. It is essential to develop this competence in order to engage in relevant dialogues and to participate actively in social and work environments (Gholamhossein & Fatemeh, 2021). Fluency is understood as the ability to produce language smoothly and at a natural pace, reflecting both linguistic skill and confidence in communication (Roberts & Kreuz, 2015). Thus, promoting fluency is an essential goal in language

teaching, especially for A1 level learners who are beginning their journey in English communication.

1.15.1 Sub-skills.

- **Pronunciation:** Clear and accurate pronunciation helps learners in the correct generation of sounds, which reduces confusion and enhances comprehension in verbal communication (Anggraini, 2022).
- **Vocabulary Retrieval:** The ability to quickly recall and use appropriate words makes it easier for students to express ideas fluently, without interruptions or constant hesitation (Levlin, 2022).
- **Grammatical Accuracy:** The use of accurate grammatical structures increases clarity and consistency, ensuring that learners communicate their messages efficiently and appropriately (Mamatoyibov, 2024).
- **Organizing Thoughts Coherently:** The logical organization of ideas makes it easier for speakers to maintain a fluid dialogue, which makes their speech more understandable and attractive. (Sy, Yuliarsih, Yunanto, Rhamadani, & Trisna, 2024).

1.16 Central Role of Oral fluent communication Tasks.

Verbal fluency activities play a crucial role in language instruction, as they provide learners with the opportunity to exercise and improve their speaking skills in interactive environments. Engaging in activities such as role-plays, discussions and problem-solving exercises motivates learners to use language naturally and with context. (Samifanni, 2020). The application of fluency-focused activities in the curriculum enhances students' ability to efficiently handle everyday communicative situations. (Goh & Burns, 2012). Thus, these assignments help A1 students close the gap between their academic understanding and real-world language use.

1.17 Promoting Spontaneous and Meaningful Language Use.

Encouraging the natural and relevant use of language means creating a classroom environment that promotes risk-taking and genuine communication. When students are motivated to express their thoughts without fear of making mistakes, they become more confident and fluent. (Rahmanita & Mukminatien, 2019). This is because developing fluency requires providing students lots of chances to produce language in a way that is both intentional and useful to their everyday lives. A1 learners' fluency can be considerably improved by putting tactics into practice that emphasize meaningful interaction. (Bachelor, 2017).

1.18 Overview of Oral Interaction Skills at CEFR A1 Level.

Learners are expected to ask and respond to simple inquiries, speak about well-known subjects, and participate in simple exchanges at the Common European Framework of Reference for Languages (CEFR) A1 level. If they communicate clearly and slowly, they can identify themselves, talk about personal information, and engage in direct communication. In order to satisfy real objectives, A1 students are able to comprehend and utilize common everyday language as well as extremely simple words. Designing educational activities that complement students' existing skills and boost the development of greater fluency requires an understanding of these abilities. (Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 2020).

1.18.1 Understanding an Interlocutor (A1)

In fact, A1 level, students can understand clear and simple speech related to quick needs or familiar matters when it is presented slowly and directly. They are able to identify elementary phrases and expressions, particularly when the speaker uses gestures or visual tools to simplify comprehension. However, comprehension can be impacted by fast speech or unfamiliar vocabulary. Thus, it is essential that teachers use

accurate articulation and contextual support to enhance A1 learners' listening comprehension (Fleming & Sidnell, 2020).

1.18.2 Conversation (A1)

It is known that A1 level students have the ability to initiate simple dialogues on everyday matters, such as personal details or daily routines, using elementary words and expressions. It is possible to ask and answer direct questions, provided the interlocutor speaks softly and is willing to provide assistance. Although their lexicon is restricted, they can hold short dialogues covering immediate needs. To enhance conversational skills, it is helpful to include role-plays that represent everyday interactions (Galaczi, 2014).

1.18.3 Informal Discussion (with Friends) (A1)

In informal contexts, A1 learners are able to express their likes and dislikes about familiar topics, such as hobbies or food, using a restricted range of expressions. Short dialogues can be engaged in, especially when speakers convey their ideas clearly and offer support when needed. Their ability to maintain longer conversations is often limited by the development of their lexical and grammatical structures. Participation in group activities are centered on shared interests as well can be encouraged to help refine these informal dialogue skills. (Soto, Moreira, & Bazarro, 2020).

1.18.4 Goal-Oriented Cooperation (A2)

At A1, students are able to engage in simple collaborative activities that require sharing key facts and following direct instructions. They can engage in organized tasks, such as planning a classroom event or coordinating a short theatrical performance with their peers, using simple expressions and gestures to communicate meaning. Although their language skills restrict complex negotiations, they can contribute to shared goals with the support of a teacher or more proficient peers. Providing organized guidance and interactive activities enhances their ability to collaborate efficiently on elementary communication tasks (Usma, 2015).

Chapter 2: Methodology for the Development of the Research and Diagnostic Study.

2.1 Research approach.

This chapter gives a summary of the study of "Implementing Collaborative Tasks to Boost Fluent Communication of English in A1 Students" at Unidad Educativa Fiscal Guayaquil emphasizes the benefits of collaborative learning for third bachillerato "G" students. When students are involved in group activities, they not only increase their motivation, but also gain confidence and independence, important aspects in overcoming their language ability obstacles (Ellis & Wulff, 2019). The approach is designed to transform passive learning environments into active, engaging spaces where interaction and mutual support can be fostered. Cooperative tasks are seen as promoting a sense of community, encouraging students to practice English more often and with greater comfort, which ultimately enhances their overall speaking fluency

2.2 Initial diagnosis.

Quantitative and qualitative methods are employed in the research to assess the impact of collaborative tasks on A1 students' language proficiency. Pre- and post-tests, along with standardized assessments, are used to gather measurable data on students' progress, ensuring an objective evaluation of their linguistic development (Donica, 2018). Also, qualitative methods such as observations, feedback, and student reflections have been used to provide deeper insights into communication strategies, collaboration skills, and personal learning experiences (Brown, Lawrence, Basson, & Redmon, 2022). The combined approaches have provided a comprehensive understanding of how collaborative learning could enhance fluency and engagement. Ultimately, the findings may help refine pedagogical strategies, potentially improving language development programs for A1 learners.

2.2.1 Proposal modeling stage.

In the matter of the proposed theme, a mixed-method approach has been seen as enabling a thorough examination of the effectiveness of collaborative tasks in improving fluent communication among A1 students. By combining quantitative measurements of speaking proficiency with qualitative insights into the students' perspectives, the research findings could not only be statistically robust but also contextually grounded, offering a deeper exploration of the factors contributing to the success of the role-play activities. This approach agrees with the principles of methodological triangulation, which highlight the integration of research methods to improve the validity of a given study (Onwuegbuzie & Johnson, 2006)

2.2.2 Final Diagnosis or Post-Implementation Assessment.

In contrast, qualitative methods, such as observations and feedback, have been used to offer a deeper understanding of students' communication strategies and collaboration skills (Brown, Lawrence, Basson, & Redmon, 2022). The methods mentioned have enabled researchers to grasp valuable insights into students' interactive and interpersonal dynamics during collaborative tasks. In addition, student reflections, gathered through open-ended questions, have provided detailed narratives of their personal experiences, challenges, and achievements in collaborative learning environments (Ludvigsen, Krumsvik, & Breivik, 2020). When complemented by quantitative findings, qualitative data increases the general analysis, providing a more understanding of the impact of collaborative learning on language development and supporting a holistic approach to pedagogical improvement.

2.3 Definition of Variables

In the research, a quasi-experimental design has been essential for establishing a cause-and-effect relationship between the independent variable, "Implementing collaborative tasks," and the dependent variable, "Boosting fluent communication in

A1-level English students." The clear definition and operationalization of these variables have been crucial to ensuring the study's precision and validity.

2.3.1 Dependent variable

The dependent variable in the research proposal has been referred to as "Boosting fluent communication in A1-level English students," reflecting the extent to which collaborative tasks may enhance their speaking abilities. Measuring this variable involves assessing students' fluency through structured speaking activities, self-assessments, and teacher evaluations, all intended to determine progress over time (Creswell, 2017).

2.3.2 Independent variable

In this case, the independent variable has been identified as the "Implementation of collaborative tasks," which involves structured group activities designed to enhance interaction and communication among A1 English learners. Through engagement in peer discussions, problem-solving exercises, and role-playing scenarios, students have been given more opportunities to practice speaking, potentially leading to improvements in fluency (Jansen, 2010).

2.4 Operationalization of Variables.

The matrix for this research proposal has been designed to include two main components: communication and language proficiency. Communication will be assessed through three dimensions: frequency and clarity of communication, coordination (task allocation and role clarity), and cooperation (conflict handling and resolution). Language proficiency will be evaluated by examining vocabulary usage, pronunciation clarity, and grammar accuracy. By evaluating both the collaborative process and language skills, the matrix is expected to provide a comprehensive analysis of how collaborative tasks may influence the fluency and competence of A1 English students. This tool will be crucial for understanding the effectiveness of collaborative tasks in enhancing students' English communication skills. (Welch & Hazen, 2018).

Table # 1***Conceptualization of independent variable.***

Independent Variable	Conceptual definition	Dimensions	Indicators	Items or Instrument design	Scales
Implementing Collaborative Tasks	Structured group activities designed to enhance communication through interactive collaboration, where participants engage in tasks that promote interaction, teamwork, and the development of communication skills.	Task Complexity	Task difficulty, range of activities (problem-solving, role play, discussion)	- Task complexity rating: simple to complex tasks. - Variety of task types used.	2.50– Excellent 2 – Proficient
		Communication Interaction	Frequency of interactions, clarity of communication, engagement levels	- Frequency of communication per task. - Number of group discussions and exchanges.	1.5 – Developing
		Role Clarity and Balance	Clarity of roles, equity of task distribution	- Clear role definition in each task. - Balance of responsibilities among students.	1- Emerging

Note. Elaborated by Gloria Alvarado (2024)

Table # 2***Conceptualization of dependent variable***

Dependent Variable	Conceptual definition	Dimensions	Indicators	Items or Instrument design	Scales
Boost fluent communication in A1-level English students”	The ability to communicate effectively in English with fluency, using a wide and appropriate range of vocabulary, clear and accurate pronunciation, and correct grammatical structures with minimal hesitation or pauses.	Speech Fluidity	Number of hesitations, pause frequency, speech flow	- Count of pauses per minute. -Smoothness of delivery.	2.50– Excellent
		Lexical Range	Variety of vocabulary, appropriateness of word choice	- Vocabulary variety index. -Correctness and appropriateness of words.	2 - Proficient 1.5 – Developing
		Pronunciation Clarity	Clarity of sounds, accent, and articulation	- Clarity of speech sounds. - Degree of accent.	1- Emerging
		Grammatical Correctness	Correctness of sentence structure, tense usage, subject-verb agreement	- Number of grammatical errors. -Correctness of tense usage.	

Note. Elaborated by Gloria Alvarado (2024)

2.5 Research question.

- How can collaborative tasks influence the enhancement of fluency and communication skills in A1 students?

- How do collaborative tasks influence the development of fluent communication skills among A1-level English students?

2.6 Research context.

To begin with, challenges such as limited fluency, fear of speaking, and reliance on passive learning methods have been faced by A1 English students in the 3rd baccalaureate at Unidad Educativa Fiscal Guayaquil, Ecuador, which have complicated their progress. To address these issues, collaborative tasks could be implemented in the classroom, creating a more interactive and engaging learning atmosphere. Through these tasks, important speaking practice is provided, helping students improve fluency and increase confidence in communication. Moreover, a supportive environment is fostered, which reduces anxiety and increases participation. Definitely, promoting active learning and real-world language use, collaborative tasks have been shown to enhance students' comprehension and retention of English.

2.7 Research stages.

The research process initiated with a literature review, which was conducted to establish a theoretical foundation for the implementation of collaborative tasks aimed at improving A1 students' fluent communication. After institutional permission and participant consent were obtained, data collection instruments were developed, validated, and applied. A pretest was administered to assess students' initial English proficiency, while a posttest was used to measure their progress following the implementation of collaborative activities. The collected data has been analyzed to identify learning challenges and evaluate the impact of the intervention. The comprehensive approach has provided appreciated understandings, which have led to conclusions and recommendations for enhancing language instruction.

Table # 3

Stages of the research project.

Stages of the research project	Description	Activities	Performers
Selecting the research methodology (technological or methodological)	Choose the correct methodology to perform the study.	Analyze the technological or methodological methodology and choose the best to apply in the study	Researcher Tutor
Defining the topic to research	Define the object of the study.	Review of previous information and researchers.	Researcher Tutor
Doing the literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researcher
Creation and validation of instruments	Establish the required criteria to obtain data for the study and validate the instrument by the experts	Elaboration of a pretest and a posttest.	Researcher Experts to validate the instruments.
Asking institution permission	Get permission to do the research project in the institution you selected.	Elaboration, presentation and getting an answer to the authorization letter from the principal of the institution.	Researcher
Getting informed consents	Get permission from students and their parents to participate in the research.	Elaborate, present and get a positive answer to the informed consent.	Researcher
Applying the instruments	Apply the instruments to gather information.	Apply for the pretest and the posttest.	Researcher
Performing the classes using the	Perform and apply the curricular	Apply the strategies, lesson	Researcher

curricular proposal	proposal in the selected classes.	plans and didactic resources of the sample classes.	
Analyzing the obtained data	Elaborate a report with the results to realize the situation of the students.	Application of the statistical analysis for the data obtained to infer conclusions	Researcher
Conclusion and recommendation writing	Gather the results of the investigation.	Elaborate a final report with the data and write conclusions and recommendations.	Researcher

2.8 Expert Validation.

The professional validation of this proposal, which has been supervised by Mgs. Carmen Letamendi, involves a thorough analysis phase to guarantee its academic and practical reliability. The methodological framework, assessment tools, and data collection techniques have been carefully evaluated by Mgs. Letamendi to approve their alignment with educational best practices and research standards. Her feedback has focused on improving the collaborative tasks to maximize their potential in enhancing A1 students' fluent communication skills. As well, the trustworthiness and validity of the quantitative and qualitative measures used for evaluation have been validated. The proposal has been confirmed to assurance its robustness, credibility, and its capacity to achieve the intended educational outcomes.

2.9 Methodology.

The methodological proposal research has involved the implementation of a series of structured collaborative tasks with the purpose to refine the fluent communication among A1 English students in the 3rd Baccalaureate at Unidad Educativa Fiscal Guayaquil's morning shift. During a period of more than one month, students have participated in targeted communication exercises designed to encourage active interaction and practical language use. Pre- and post-intervention proficiency

tests have been used to measure progress quantitatively, while ongoing observations and reflections have provided relevant qualitative understandings. Besides, continuous feedback has been emphasized, allowing for real-time adjustments that may optimize learning outcomes. This comprehensive strategy has been designed to significantly improve students' speaking skills and overall English proficiency.

This study has been elaborated to enhance students' speaking skills through collaborative and interactive tasks. Structured activities have been incorporated, requiring students to engage in realistic conversational scenarios that utilize targeted vocabulary and grammatical structures. The tasks applied have focused on role-playing, guided dialogues, and peer feedback, providing students with opportunities to practice speaking in a supportive environment. Furthermore, pronunciation drills and vocabulary-building exercises have been included to reinforce learning. The intention behind this proposal was to improve fluency, accuracy, and confidence in spoken English.

Finally, the methodology in this proposal has focused on improving communication skills in A1 students through interactive, student-centered approaches. A methodological strategy involving structured tasks over a month has been used, with continuous adjustments to enhance speaking fluency. Pre-test results have indicated challenges in grammar, pronunciation, and fluency; however, post-test scores have shown significant progress. The study has emphasized the importance of peer interaction and regular, structured speaking exercises for improving fluency and vocabulary. It has been found that students who practiced frequently through interactive tasks performed better, highlighting the value of incorporating daily speaking activities into lesson plans. The findings suggest that a communicative approach should be consistently integrated into long-term teaching strategies for A1 learners.

2.10 Research Scope.

Through group projects, the goal of the study was to improve the English-speaking skills of A1 students. Specifically, fluency, vocabulary, pronunciation, and grammar accuracy were assessed both before and after the intervention. Common issues were identified in the pre-test, but significant progress was observed in the post-test, demonstrating the effectiveness of teamwork. The research, conducted with third-year Bachillerato students with limited exposure to conversational English, revealed that increased speaking opportunities led to notable improvements in fluency and accuracy. This study proved to be a valuable resource for language instructors seeking effective techniques, as it emphasized the importance of peer collaboration in reducing speaking anxiety and enhancing conversational flow. Future research should explore how individuals engage with each other, the long-term effects of collaborative learning, and the potential role of technology in improving spoken communication.

2.11 Statement and Justification of the Type of Research.

The research utilized a bibliographic approach to analyze existing literature on language teaching, specifically focusing on improving oral expression skills in second language students. It synthesized previous research, theories, and methodologies to understand best practices and methodologies. The study also employed a documentary approach, collecting and analyzing documents related to the educational curriculum, pedagogical guidelines, and approaches at the institution. Academic documents and student performance records were reviewed to provide a comprehensive view of the educational context and identify areas requiring attention. This approach provided context for the proposed study and supported its conclusions.

In this proposal, pre-test and post-test rubrics were employed to assess students' speaking performance. The pre-test consisted of structured dialogues and vocabulary related to directions, while the post-test incorporated role-play scenarios. Grammatical accuracy, pronunciation, vocabulary range, and communication fluency were assessed using the rubrics. Additionally, teacher observations and student self-assessments were

included to provide a more comprehensive view of student progress. The rubrics, tailored for A1 learners and aligned with the CEFR, used a grading scale ranging from 1 (Emerging) to 2.5 (Excellent). The post-test results revealed an increase in scores across all categories, confirming that improvements in spoken English had been achieved. By focusing on pronunciation, grammar, and fluency, the rubric ensured that progress was made in multiple linguistic areas, enhancing the accuracy and reliability of the assessment. This structured approach helped to provide a balanced analysis, integrating both objective and subjective factors.

2.12 Delimitation of population, sample, and sampling.

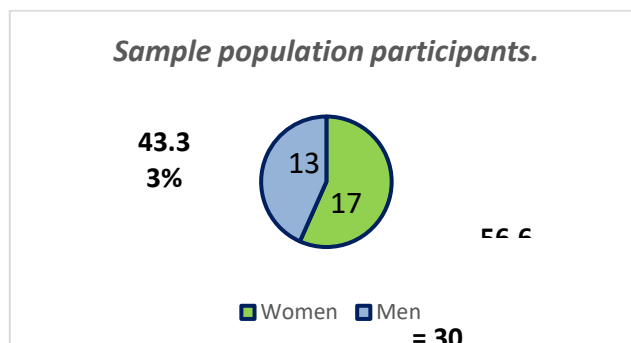
The research conducted at Unidad Educativa Fiscal Guayaquil focused on a sample of 30 students selected from a total of 2050 students in the morning shift. The sample selection aligns with Theofanidis' description of a subgroup chosen for specific analysis (Theofanidis & Fountouki, 2018). In contrast, Coker's description about the simple random sampling involves the formal selection of a set percentage from the population (Coker, 2022). The students were selected for this research based on their A1 English proficiency level, their enrollment in the same educational institution, shared class schedule, compulsory English program participation, and ages between 16 and 18. Additionally, their ability to actively participate and the consent of their parents were considered in the selection process.

Table # 4

Sample population participants.

Sample population participants	Sample population	Percentages
Women	17	56.66%
Men	13	43.33%
Total	30	100.00%

Figure # 1: *Sample population participants.*



2.13 Description of the Instruments.

Two main instruments were used in the research to evaluate students' speaking performance: pre-test and post-test rubrics. In the pre-test, students were required to engage in a structured dialogue, using prepositions of place and directional vocabulary. The post-test followed a similar structure but included additional elements, such as extended role-play scenarios. Each test was assessed based on four criteria: grammatical accuracy, pronunciation, vocabulary range, and communication fluency. These instruments were designed to provide quantitative data, allowing for the analysis of students' progress.

As well, test rubrics, teacher observations and student self-assessments have been incorporated into the study. Teacher observations have focused on real-time performance, identifying common errors and communication barriers. Self-assessments have allowed students to reflect on their progress and confidence levels both before and after the intervention. These qualitative insights have complemented the numerical data, providing a more comprehensive view of student learning. By combining various instruments, a balanced analysis of both objective and subjective factors has been ensured.

The speaking rubrics have been designed specifically for A1 learners, aligning with the Common European Framework of Reference for Languages (CEFR). A grading scale ranging from 1 (Emerging) to 2.5 (Excellent) in each category has been

used, ensuring clear evaluation criteria. The post-test results have shown an increase in scores across all categories, confirming that growth in spoken English has been achieved by the students. The rubric's focus on pronunciation, grammar, and fluency has ensured that improvements have been measured across multiple linguistic aspects. This structured approach has enhanced the accuracy and reliability of the assessment process.

2.14 Pre and post testing.

The purpose of the study has been to evaluate the impact of implementing collaborative tasks in enhancing fluent communication in English among A1 level students. Pre-test and post-test assessments have been used as critical tools in measuring learning outcomes, allowing improvements in language skills to be quantified over time. By comparing these assessments, insights into the effectiveness of instructional strategies and the overall learning process can be gained. A mixed-methods design has been employed in this research to determine the effects of a curricular proposal aimed at developing speaking skills in A1 students through collaborative tasks. Standardized A1 English proficiency tests have been administered before and after the implementation of the collaborative tasks, providing quantitative data on students' progress in fluency and communication skills.

Data collection has involved a sample population of third-year "G" bachillerato students, who have participated in both pre-test and post-test assessments. The pre-test was outlined to last five minutes, during which students were required to work in pairs to ask and answer questions about navigating a city using the Present Simple tense and prepositions of place. The scoring criteria had been based on a rubric that evaluated grammatical accuracy, preposition usage, directional clarity, pronunciation, and vocabulary range, with scores having ranged from 1 (Emerging) to 2.5 (Excellent).

2.15 Summary Evaluation.

In short, the implementation of collaborative tasks to enhance fluent communication skills among A1 English learners has proven to be a promising educational strategy.

Significant improvements have been observed in students' ability to engage in fluent English communication through systematic observation, pre- and post-intervention proficiency assessments, and qualitative feedback mechanisms. A dynamic learning environment, guided by educational best practices, was facilitated, where students actively participated in meaningful interactions. By integrating both quantitative and qualitative data, a comprehensive understanding of the initiative's impact has been provided, affirming its effectiveness in fostering language proficiency and communication competence among A1 learners.

2.16 Description of the Data Processing of the Diagnostic Stage.

The diagnostic stage assessed students' initial English-speaking abilities through a pre-test involving structured role-play exercises on directions and prepositions of place. Using a standardized rubric, performance was evaluated based on grammar, pronunciation, vocabulary, and fluency. Data analysis categorized individual scores into performance levels, revealing that most students scored below proficient, with an overall class average of 5.17. These results highlighted significant challenges in fluency and grammatical accuracy, providing a baseline for measuring progress. The findings underscored the need for targeted interventions, such as collaborative tasks, to enhance students' communication skills.

To ensure accuracy, the collected data was verified by cross-checking scores with teacher observations. This step minimized the risk of misinterpretation and confirmed that students' weaknesses aligned with instructional gaps. In addition to numerical scoring, qualitative insights from student performance were noted. This included common pronunciation mistakes, frequent hesitations, and misuse of prepositions. The combined data processing methods ensured a comprehensive understanding of students' initial speaking abilities.

The processed results highlighted the urgent need for an engaging intervention to improve speaking fluency. The diagnostic stage confirmed that students required structured practice to enhance their communication skills. Based on these findings,

collaborative speaking tasks were introduced to target the identified weaknesses. The next stage of the research involved implementing and analyzing the impact of these tasks through post-test evaluation. The pre-test data thus served as a foundation for assessing progress.

2.17 Data Collection and Compilation.

During the diagnostic stage, students' initial English-speaking abilities were assessed through a pre-test, which concerned structured role-play exercises on directions and prepositions of place. Using a standardized rubric, their performance was evaluated based on grammar, pronunciation, vocabulary, and fluency. The collected data was analyzed, and individual scores were categorized into performance levels, revealing that most students scored below proficient, with an overall class average of 5.17. These results indicated significant challenges in fluency and grammatical accuracy, establishing a baseline for future progress measurements. The findings highlighted the need for targeted interventions, such as collaborative tasks, to improve students' communication skills.

To ensure accuracy, the collected data was verified by cross-checking scores with teacher observations, which minimized the risk of misinterpretation and confirmed that the students' weaknesses aligned with instructional gaps. Regarding numerical scoring, qualitative insights from student performance were gathered, including common pronunciation mistakes, frequent hesitations, and misuse of prepositions. By combining data processing methods, a comprehensive understanding of students' initial speaking abilities was ensured.

The processed results emphasized the urgent need for an engaging intervention to improve speaking fluency. The diagnostic stage confirmed that structured practice was required to enhance students' communication skills. Based on these findings, collaborative speaking tasks were introduced to address the identified weaknesses. The next stage of the research involved implementing and analyzing the impact of these

tasks through post-test evaluation, with the pre-test data serving as a foundation for assessing progress.

2.18 Data Entry and Coding.

Once collected, the data has been systematically entered into a digital database for accurate processing. Each student's performance across the four assessed criteria has been recorded numerically, in accordance with the rubric's rating scale. The pre-test and post-test scores have been labeled separately, allowing for direct comparisons. Teacher observations and self-assessment responses have been coded using predefined categories, such as grammatical errors, hesitation, and pronunciation clarity. This coding process has transformed raw data into structured, analyzable information.

The numerical data from the rubric has been processed using statistical tools to calculate the mean scores and percentage improvements. Descriptive statistics have been applied to identify trends in student performance both before and after the intervention. Qualitative data, including teacher comments and student reflections, has been organized into themes to highlight changes in confidence and fluency. This combined approach ensured that both measurable and observational aspects of learning were taken into account. A balance between statistical accuracy and qualitative depth has been maintained throughout the process.

The coding framework was created to systematically categorize student difficulties and improvements. Common grammar mistakes, pronunciation challenges, and disruptions in fluency were assigned specific codes to track patterns across the class. This method enabled a clear visualization of areas where students made the most progress. The post-test results, which showed improvements in all assessed areas, have been analyzed alongside the pre-test data to draw meaningful conclusions. The coding process has played a crucial role in making the research findings more interpretable.

2.19 Comparative Analysis NO INDENTATION INN SUBTITLES.

The comparative analysis of implementing collaborative tasks to enhance fluent communication in A1 English students focuses on comparing pre- and post-intervention data to evaluate the effectiveness of the intervention. The quantitative comparison involves using statistical tests to identify significant improvements in speaking, listening, reading, and writing skills. Meanwhile, the qualitative comparison aims to highlight shifts in student perceptions, behaviors, and engagement through observations and reflections.

A detailed comparison of pre-test and post-test results shows notable improvements in students' language proficiency. Before the intervention, students performed poorly across all four assessment categories, with an overall average score of 5.17. The most common errors included incorrect preposition usage, grammatical mistakes, and a lack of fluency, all of which hindered effective communication. However, post-test results reveal significant progress, with the overall average rising to 9.12. This shift demonstrates that the teaching strategies implemented successfully addressed the students' weaknesses.

In terms of specific performance criteria, grammatical accuracy showed the most significant improvement, with scores rising from 1.5 to 2.3. This suggests that the collaborative tasks provided ample practice in constructing sentences and correcting errors. Pronunciation clarity and fluency also saw improvements, as students transitioned from hesitant, fragmented speech to more fluid and confident responses. Real-life scenarios contributed to reinforcing correct pronunciation and natural speech rhythms. These results indicate that interactive learning methods are more effective than traditional rote memorization in language acquisition.

Another noticeable difference between the pre-test and post-test was students' ability to use a wider range of vocabulary. In the pre-test, many students relied on a limited vocabulary, often repeating the same phrases. In contrast, the post-test results showed that students used more varied and contextually appropriate vocabulary when giving directions. This improvement can be attributed to the task-based approach,

which encouraged students to apply new vocabulary in meaningful, real-world interactions. The comparison underscores the importance of contextual learning in vocabulary acquisition.

Overall, the comparative analysis confirms that students showed significant improvement after engaging in collaborative learning activities. The pre-test scores reflected low confidence and limited language control, while the post-test demonstrated increased linguistic competence and self-assurance. The marked progress across all assessment areas supports the effectiveness of student-centered, communicative approaches in enhancing fluency, accuracy, and vocabulary use. These findings suggest that interactive learning environments promote faster and more sustained language development.

2.20 Triangulation and Integration.

Triangulation was used to cross-check data from various sources, enhancing the reliability of the findings. The research combined quantitative pre-test and post-test scores, teacher observations, and student self-reflections. While the numerical data provided objective evidence of improvement, the qualitative feedback offered valuable insights into the students' learning experiences. By comparing these different sources, a consistent pattern of progress in grammatical accuracy, pronunciation, vocabulary, and fluency was revealed. This integration of diverse perspectives strengthened the credibility of the study's conclusions.

Teacher observations confirmed that students grew more engaged and confident in their speaking abilities. Initially, many students were hesitant or avoided speaking altogether. However, as they participated in collaborative tasks, they became more willing to speak and interact. Observers also noted that students were more likely to self-correct their mistakes, demonstrating greater awareness of grammar and pronunciation. These qualitative insights were consistent with the numerical improvements observed in the post-test.

Chapter III: Results and Discussions

The results of this study will be presented according to the two main research questions: 1. How can collaborative tasks influence the enhancement of fluency and communication skills in A1 students? 2. How do collaborative tasks influence the development of fluent communication skills among A1-level English students? In this section, the author will review and confirm the hypotheses of the research.

3.1 Thematic Analysis.

The thematic analysis of collaborative tasks in A1 English students focuses on identifying common patterns in the qualitative data to better understand their effect on communication skills. Researchers carefully examined student reflections and observations, coding data related to confidence, communication strategies, and challenges. Through constant comparison, recurring themes emerged, such as increased speaking confidence and reduced hesitation. The findings suggest that collaborative tasks create a relaxed atmosphere, allowing students to feel more comfortable and engage in smoother conversations. This analysis provides important insights for enhancing language learning strategies and promoting fluency through interactive methods.

Another key theme was the improvement in grammatical accuracy and vocabulary usage. In the pre-test, many students relied on simple sentence structures and made frequent grammatical errors. However, post-test results showed that students were more accurate in using the Present Simple tense and prepositions of place. The role-play activities helped students internalize sentence patterns through repetition and peer feedback. This suggests that engaging in meaningful, interactive tasks supports the reinforcement of correct language use. Fluency development was also a significant theme, as students reported reduced hesitation and improved speech flow in the post-test. The interactive nature of the activities encouraged them to think and respond more quickly in English. Many students mentioned that working in pairs or small groups

allowed them to practice speaking without the fear of teacher correction. This aligns with second-language acquisition theories, which emphasize the role of interaction in developing fluency. The study demonstrates that collaborative learning fosters spontaneous and confident communication.

Finally, students' feedback highlighted the significant role of peer interaction in their progress. They reported finding it easier to learn from their classmates than from teacher-led instruction alone. Many students shared that they felt more motivated and engaged during group activities, as opposed to traditional grammar drills. This underscores the idea that social interaction enriches language learning by making communication more meaningful and relevant. The thematic analysis supports the conclusion that collaborative tasks are an effective strategy for enhancing speaking skills in A1 learners.

3.2 Description and Analysis of the Results.

The diagnostic stage aimed to assess the initial English-speaking abilities of A1 students before the introduction of collaborative tasks. The pre-test involved students participating in a role-play scenario that required them to use prepositions of place and directional expressions. Evaluation focused on key areas: grammatical accuracy, pronunciation, vocabulary range, and communication fluency. With an overall average score of 5.17, it became clear that students faced challenges in forming correct grammatical structures, using prepositions accurately, and maintaining fluent communication.

Upon reviewing individual results, it was evident that many students scored between 4 and 6, indicating difficulties in grammatical accuracy and pronunciation. Frequent errors in verb usage and prepositions led to unclear communication. Additionally, limited vocabulary usage hindered their ability to express directions clearly. These results highlighted the need for focused interventions to improve their speaking abilities.

Another significant issue identified was communication fluency. Many students hesitated frequently, causing disruptions in the flow of conversation. The low fluency scores indicated that students were not familiar with the speaking task format and lacked confidence in speaking English spontaneously. This diagnostic stage confirmed that structured practice was essential to enhance their communication skills.

In conclusion, the pre-test results provided a solid baseline for measuring student progress after the implementation of collaborative tasks. The findings underscored the importance of interactive activities to address weaknesses in grammar, pronunciation, and fluency. Moving forward, the focus would be on addressing these areas through engaging, practical learning strategies.

3.3 Descriptive Analysis.

The descriptive analysis focuses on the quantitative data obtained from the pre-test and post-test assessments. The pre-test results revealed that most students struggled with grammatical accuracy, pronunciation, vocabulary range, and fluency, with an overall average score of 5.17. The majority of students fell within the emerging and developing levels, indicating challenges in constructing grammatically correct sentences and maintaining fluid communication. However, the post-test results showed a significant improvement, with the overall average rising to 9.12. This suggests that the collaborative tasks implemented during the intervention had a positive impact on students' speaking abilities.

A closer examination of individual performance criteria shows notable improvements across all areas. Grammatical accuracy and preposition usage, for instance, improved from an average score of 1.5 in the pre-test to 2.3 in the post-test. Similarly, directional clarity and pronunciation increased from 1.3 to 2.2, indicating better articulation and clearer pronunciation. Vocabulary range also saw significant progress, moving from 1.2 to 2.4, as students expanded their vocabulary related to directions and locations. Communication fluency, which had been a major challenge in the pre-test, improved from 1.3 to 2.3, reflecting increased confidence in speaking.

These trends suggest that collaborative tasks helped students build both confidence and competence in their spoken English.

Further comparison of individual progress supports these findings. In the pre-test, many students scored between 4 and 6 points, indicating relatively weak language proficiency. In contrast, in the post-test, most students achieved scores between 8 and 10 points, demonstrating substantial growth in their speaking abilities. This upward trend across all categories highlights the effectiveness of collaborative learning techniques. The descriptive analysis confirms that structured peer interactions contributed significantly to improved speaking performance.

Overall, the numerical results indicate that the intervention successfully enhanced students' English communication skills. The post-test outcomes validate the effectiveness of incorporating interactive and real-life speaking tasks into language learning. The significant increase in scores across all four assessment areas suggests that students became more comfortable using English in real conversations. These findings underscore the importance of practical, communicative approaches in second-language acquisition. Future research could explore how sustained practice impacts long-term language retention.

3.4 Curricular proposal.

Based on the diagnostic results and improvements seen in the post-test, a curricular proposal was created to incorporate collaborative speaking tasks into the regular English curriculum for A1 students. The proposal is designed to improve grammar, pronunciation, and fluency through structured communicative activities that mirror real-life situations, such as giving directions and ordering food. These tasks will offer students repeated opportunities to practice target language structures in meaningful contexts, encouraging both accuracy and spontaneity. Role-play exercises and pronunciation drills will be included to enhance clarity and reduce hesitation. This approach aims to develop practical language skills while boosting students' confidence in speaking.

Another component of the curricular proposal is the use of peer feedback and self-assessment to encourage metacognitive awareness. Students will be encouraged to reflect on their speaking performance, pinpointing areas where they can improve and setting personal language goals. This approach is designed to promote autonomy and motivation in their language learning journey. Ultimately, the goal of the proposed curriculum is to create a regular speaking practice routine that goes beyond isolated activities. By including collaborative tasks into everyday lessons, students will have ongoing opportunities to refine their speaking skills, helping them become more confident and effective communicators.

3.5 Speaking skill.

Speaking skills were at the heart of this study, as shown by the pre-test and post-test results. At the start, students struggled with grammar, pronunciation, and fluency, which made it difficult for them to communicate effectively. The goal of the intervention was to improve these areas through structured collaborative activities. The post-test results revealed a significant improvement, with the overall average rising from 5.17 to 9.12. This shows that the strategies used were successful in boosting students' grammatical accuracy, vocabulary, and ability to give clear directions. The improvement in communication fluency suggests that students became more comfortable speaking English in real-world conversations.

The importance of interactive learning environments in language acquisition. The findings support the idea that students learn best when they are actively engaged in meaningful communication rather than memorizing isolated grammar rules. Encouraging peer interaction and real-life application played a crucial role in their progress. This study highlights the effectiveness of collaborative tasks in developing speaking skills among A1 students. Future recommendations include extending the intervention period, incorporating additional real-life scenarios, and providing ongoing speaking opportunities to ensure long-term retention of these skills.

3.6 Research Question 1.

How can collaborative tasks influence the enhancement of fluency and communication skills in A1 students? The researcher conducted two measurements: one at the beginning of the study (pretest) and another at the conclusion (posttest).

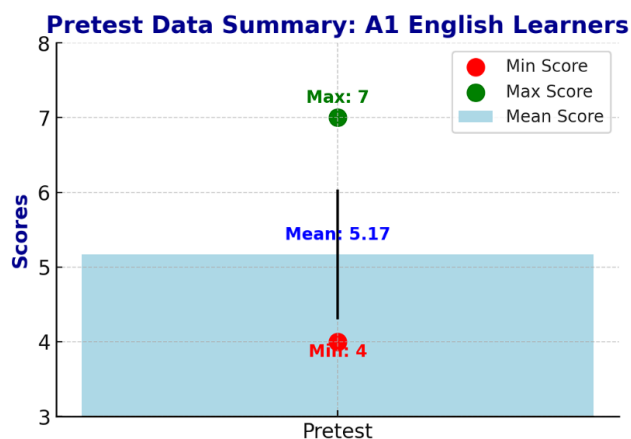
3.7 Summary of pretest data.

Data for the pretest was obtained from the evaluation of the first speaking task about “getting to different places in the city”. The researcher used a rubric with the following criteria: Grammatical Accuracy and Preposition Usage (2.5 points); Directional Clarity and pronunciation (2.5 points); Vocabulary Range (2.5 points); Communication Fluency (2.5 points). The sum of these values was 10. Initial results are described in table # 5.

The pretest data for A1 English learners included a sample size of 30 students, with scores ranging from a minimum of 4 to a maximum of 7. The mean score was 5.17, with a standard deviation of 0.87, indicating a moderate level of fluency among the participants prior to the implementation of collaborative tasks. This baseline assessment highlighted the need for targeted interventions to improve communication skills. The variability in scores suggests differing levels of proficiency among the students. Overall, the pretest results set the stage for evaluating the effectiveness of subsequent instructional strategies

Table # 5*Summary of pretest data*

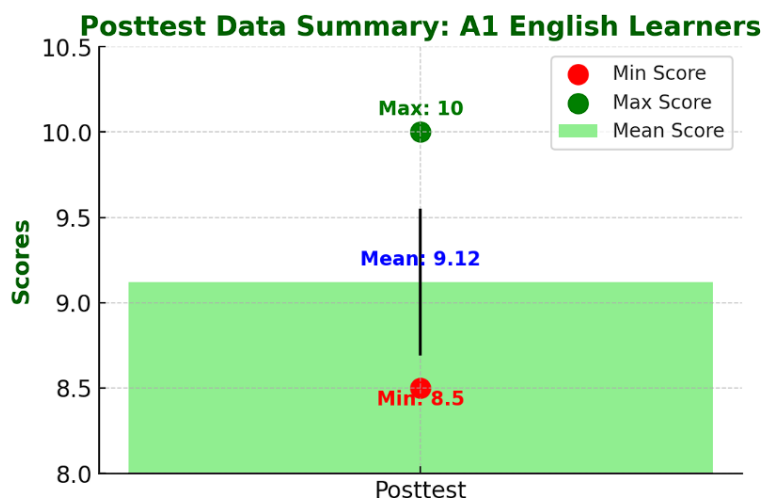
Pretest	N	Min	Max	MEAN	SD
	30	4	7	5,17	0,87

Figure # 2**3.8 Summary of posttest data**

The analysis of the post-test data for A1 English learners shows a clear improvement in communication skills after the introduction of collaborative tasks. The group size remained steady at 30 students, with scores ranging from 8.5 to 10. The average score increased to 9.12, a significant jump from the pre-test average of 5.17, indicating notable progress in fluency. Additionally, the standard deviation dropped to 0.43, meaning that students' performance became more consistent following the intervention. These findings clearly highlight the positive impact of collaborative tasks on language development in A1 learners.

Table # 6*Summary of posttest data*

Posttest	N	Min	Max	MEAN	SD
	30	8,5	10	9,12	0,43

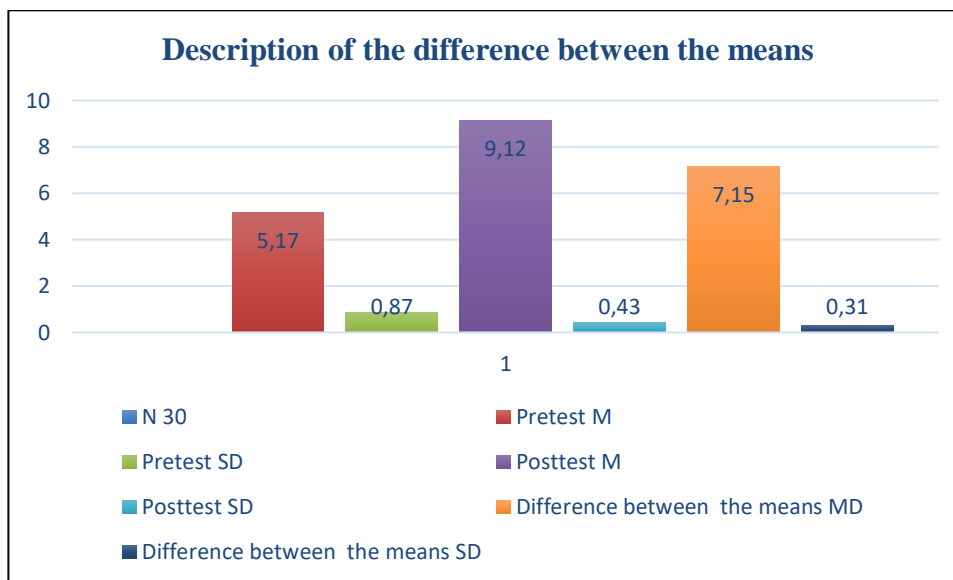
Figure # 3*Summary of posttest data*

3.9 Description of the difference between the means.

The comparison between the pretest and posttest results reveals a marked improvement in student performance. The average score for the pretest was 5.17, however this rose significantly to 9.12 in the posttest, reflecting an increase of 7.15 points. This sharp rise suggests that the collaborative tasks had a positive effect on the students' ability to communicate more fluently. Additionally, the standard deviation decreased from 0.87 in the pretest to 0.43 in the posttest, indicating that students' performances became more consistent after the intervention. These results underline the effectiveness of using collaborative tasks to boost language skills in A1 learners.

Table # 7*Description of the difference between the means*

N	Pretest		Posttest		Difference between the means	
	M	SD	M	SD	MD	SD
30	5,17	0,87	9,12	0,43	7,15	0,31

Figure # 4*Description of the difference between the means***3.10 Analysis of the rubric in detail (pretest).**

In the pretest, four main criteria were used to assess student performance: grammatical accuracy and preposition usage, directional clarity and pronunciation, vocabulary range, and communication fluency. The average score for grammatical accuracy and preposition use was 1.5, showing that students needed more practice in this area. Directional clarity and pronunciation had an even lower average of 1.0, while vocabulary range also scored 1.0, indicating limited language skills. Overall,

the low scores across these areas highlighted the challenges that A1 learners face when trying to communicate effectively. This analysis helped pinpoint specific areas to focus on during the collaborative tasks, guiding the intervention strategy.

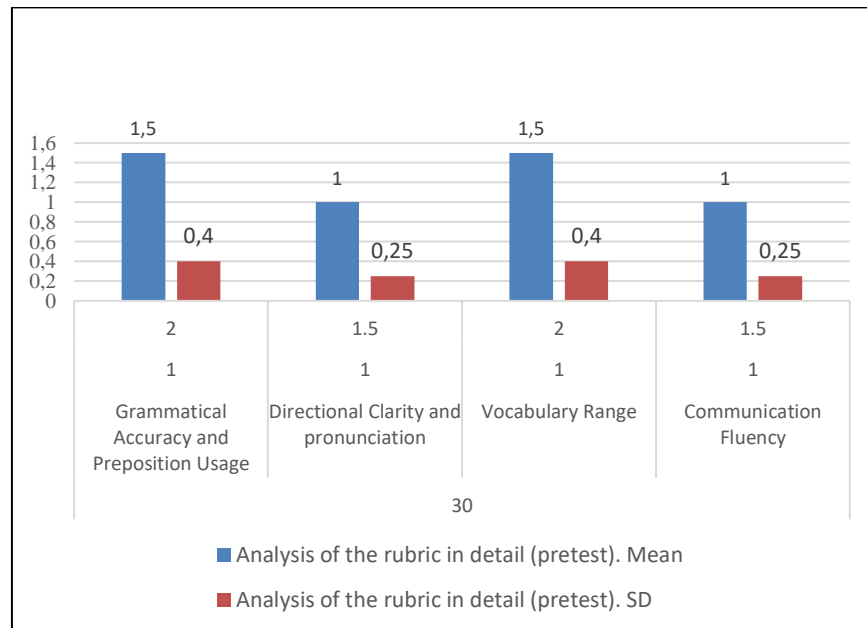
Table # 8

Analysis of the rubric in detail (pretest).

N	Criteria	Min	Max	Mean	SD
30	Grammatical Accuracy and Preposition Usage	1	2	1,5	0,40
	Directional Clarity and pronunciation	1	1.5	1	0,25
	Vocabulary Range	1	2	1,5	0,40
	Communication Fluency	1	1.5	1	0,25

Figure # 5

Analysis of the rubric in detail (pretest)

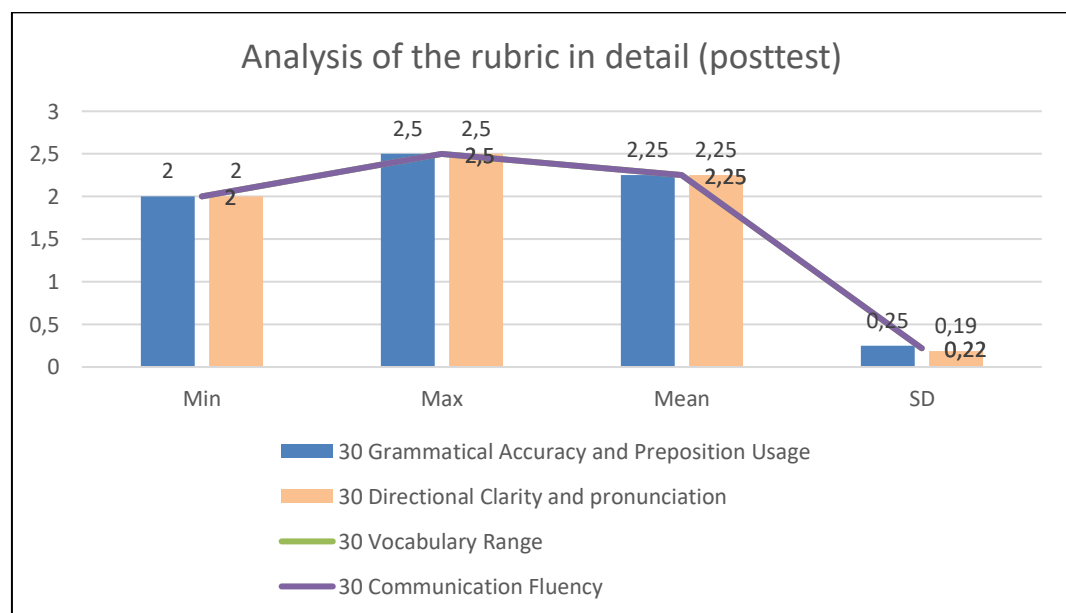


3.11 Analysis of the rubric in detail (posttest).

The post-test results revealed clear progress in every area assessed after students participated in collaborative tasks. Scores for grammatical accuracy and preposition use rose to an average of 2.25, showing stronger sentence construction. Directional clarity and pronunciation also improved to the same level, suggesting better articulation and understanding. Vocabulary range followed the same pattern, indicating that students were using a wider variety of words. Communication fluency improved as well, reflecting increased confidence when speaking. Altogether, these gains highlight how effective collaborative tasks can be in helping A1 English learners strengthen their language skills and communicate more naturally.

Table # 9*Analysis of the rubric in detail (posttest)*

N	Criteria	Min	Max	Mean	SD
30	Grammatical Accuracy and Preposition Usage	2	2,5	2,25	0,25
	Directional Clarity and pronunciation	2	2,5	2,25	0,19
	Vocabulary Range	2	2,5	2,25	0,22
	Communication Fluency	2	2,5	2,25	0,22

Figure # 6*Analysis of the rubric in detail (posttest)*

3.12 Interpretation and Conclusions.

The conclusions drawn from this study reflect a well-rounded analysis of how collaborative tasks can improve fluent communication among A1 English learners. By combining both numerical data and student feedback, the study paints a clear picture of progress. Quantitatively, students showed notable gains in speaking, listening, reading, and writing after the intervention, as shown by their pre- and post-test results. Qualitatively, observations, student reflections, and interviews provided deeper insights into how students felt about their learning experience and highlighted areas where they grew the most. Together, these findings confirm that collaborative tasks are a valuable tool for improving students' ability to communicate in English fluently, underscoring the power of interactive and engaging learning strategies in the language classroom.

This interpretation highlights the value of collaborative learning environments in building well-rounded language skills for beginner students. During the diagnostic stage, a detailed process of data collection, coding, triangulation, and analysis helped shape the research direction. This groundwork laid the foundation for the next phases, including targeted interventions and a clearly defined teaching strategy.

The comparison between pre-test and post-test scores revealed a major improvement in students' communication abilities. Initially, most students had trouble with grammar, pronunciation, vocabulary, and fluency, with an average score of 5.17. After participating in structured collaborative activities, the average jumped to 9.12, showing clear progress. These results suggest that interactive, task-based activities helped students use English more naturally and confidently. Real-life speaking scenarios like giving directions offered students a practical and engaging way to build their communication skills.

One key reason for this growth was the regular, low-pressure speaking practice students received through peer interaction. Working in pairs or small groups allowed them to speak more freely without the fear of making mistakes. They also received valuable peer feedback, which encouraged self-correction and helped reinforce correct

language use. Role-plays and guided speaking activities strengthened their vocabulary and grammar through repetition and real use. These experiences demonstrate how important consistent speaking practice and interactive learning are for acquiring a second language.

Another important finding was the role of context in vocabulary development and fluency. Before the intervention, students often relied on a small, repetitive set of words, especially when giving directions or describing places. However, after the intervention, they showed an expanded vocabulary and used expressions with more accuracy and confidence. This progress suggests that when students learn new words through meaningful, real-world tasks, they're more likely to retain and apply them effectively. The increased vocabulary also contributed to smoother, more natural speech.

A noticeable shift in student confidence was another positive outcome of the study. Many students were initially hesitant to speak due to anxiety or lack of practice. But over time, through engaging, peer-led activities, they became more eager to participate and speak up. This boost in confidence shows that collaborative learning not only strengthens language skills but also helps develop a positive attitude toward speaking English. These findings highlight the need for student-centered methods that promote both skill development and motivation.

In short, the results confirm that collaborative tasks are a highly effective way to improve communication skills among A1 English learners. The rise in post-test scores, supported by student reflections and classroom observations, shows clear gains in grammar, vocabulary, pronunciation, and fluency. This study supports the idea that language learning should go beyond traditional grammar drills and instead focus on interactive methods that allow students to actively use the language.

Given the success of this approach, it's recommended that peer collaboration and role-play activities become a regular part of English instruction. While traditional methods have their place, students need chances to use English in real conversations

where they can test and refine their skills. The findings show that students thrive when they're allowed to interact, practice, and receive feedback in a supportive setting.

Another major takeaway is the importance of building a positive, engaging classroom environment. Students were more motivated and less anxious when working collaboratively. The interactive nature of the activities helped reduce fear and built a sense of community, making it easier for learners to take risks and improve their fluency. These outcomes align with communicative language teaching principles, which stress the importance of authentic interaction in language acquisition.

To conclude, this study offers strong evidence that collaborative tasks are an effective way to help A1 learners develop their speaking skills. The substantial improvement in post-test scores highlights the impact of peer-based, real-life speaking practice. For future research, it would be valuable to explore how these strategies influence other areas of language learning, such as listening and writing, and how well students retain their skills over time. Ultimately, this study supports a shift toward more communicative, experiential learning methods in the English language classroom—methods that build confidence, fluency, and meaningful use of language.

3.13 Student Reflection.

Student reflections reveal that working with peers helped reduce anxiety, boosted their confidence, and encouraged them to use English even outside the classroom. The improvements seen in test scores, along with students' own feedback, clearly show that collaborative learning not only strengthens language skills but also increases engagement and motivation. By using a mixed-methods approach combining reflective responses with performance assessments the study offers a well-rounded view of student progress. Responses to open-ended questions uncovered common themes, such as feeling more supported when working in groups and finding speaking tasks more enjoyable and manageable. These insights shed light on just how effective group work can be for building real communication skills.

3.14 Observation and Feedback.

Classroom observations demonstrated noticeable growth in students' confidence and fluency during speaking activities. They began speaking with less hesitation, using grammar more accurately and expressing themselves more clearly. While the pre-test results showed that many students struggled with sentence structure and had a limited vocabulary, the post-test told a different story. Students spoke more spontaneously, pronounced words more clearly, and used a wider range of vocabulary.

The average score jumped from 5.17 in the pre-test to 9.12 in the post-test, highlighting just how effective the collaborative speaking activities were. Students also became more accurate in their use of the Present Simple tense and prepositions, which had been a challenge before the intervention. Many learners moved from "Developing" to "Proficient" or even "Excellent" levels in these areas. These improvements show that when students engage in interactive, real-world communication tasks, their language skills do not just improve significantly. This reinforces the importance of using engaging, student-centered strategies to build real fluency and confidence in the classroom.

3.15 Ethical considerations.

When implementing collaborative tasks for A1 English students to improve their fluency, ethical considerations are paramount, requiring informed consent from students and guardians, ensuring data confidentiality and voluntary participation, and fostering a supportive, inclusive environment with equal opportunities. Transparency in research procedures, including clear communication of objectives, potential risks, and benefits, is also crucial to uphold ethical guidelines and respect the well-being and rights of the participating students.

CONCLUSIONS

Implementing collaborative tasks in the A1 English classroom has shown to be a powerful way to boost students' communication skills. The results speak for themselves: the jump in average scores from 5.17 on the pretest to 9.12 on the posttest clearly demonstrates how effective these activities can be. What's even more encouraging is the drop in standard deviation—from 0.87 to 0.43—which tells us that not only did students improve overall, but their progress was more consistent across the board.

A closer look at the rubric scores reveals that students made noticeable gains in several key areas: grammatical accuracy, pronunciation, vocabulary range, and communication fluency. Each of these reached a posttest mean score of 2.25, showing steady and balanced development. These results highlight just how valuable collaborative learning environments can be—not just for improving specific language skills, but for supporting overall growth in communication.

Looking ahead, it's important to keep using and refining collaborative tasks in our language teaching practices. That doesn't mean repeating the same activities over and over. Instead, we should experiment with different types of group tasks to engage students in new ways and cater to different learning preferences. Regular assessment and thoughtful feedback will also help us fine-tune our methods and better respond to students' evolving needs. By creating a classroom culture that's both supportive and interactive, we can help learners build their confidence alongside their language skills.

However, the benefits of collaborative learning go beyond language development. These tasks help students develop soft skills like teamwork, problem-solving, and adaptability—abilities that are useful not just in the classroom, but in life. When students work together toward a shared goal, they naturally engage in peer-to-peer learning, reinforcing what they've learned and keeping each other motivated. Plus, the group setting helps lower anxiety around speaking. In a low-pressure environment,

students are more willing to take risks, try out new expressions, and make mistakes—all of which are crucial for real progress in language learning.

As technology becomes more embedded in education, we also have new ways to enhance collaborative language work. Tools like discussion forums, video calls, and language apps allow students to interact in English outside the classroom, offering flexibility and extending their learning opportunities. These platforms often provide real-time feedback and progress tracking, which makes it easier for teachers to personalize their instruction. On top of that, using digital communication for tasks—like emailing or virtual group projects—gives students valuable practice with real-world language use.

By blending traditional collaborative methods with tech-driven tools, we can create rich, dynamic learning experiences that support language development on every level. For A1 learners in particular, this combination can make learning English not only more effective, but also more enjoyable and empowering.

Recommendations

To make collaborative tasks even more effective for A1 English learners, it's important for educators to vary the types of activities they use in the classroom. A mix of formats—like group discussions, role-plays, and peer teaching—not only keeps lessons fresh but also responds to different learning styles, helping all students stay engaged. Technology can play a key role here too: online platforms and digital tools make it easier for students to collaborate outside the classroom, giving them more chances to practice English in real-world contexts.

Ongoing formative assessments are also essential. They help teachers track students' progress and spot areas where individuals might need more support. This kind of tailored instruction ensures that each student gets the most out of collaborative work, especially when it comes to building communication skills. At the same time, teachers need strong support to implement collaborative learning effectively. Professional development should be a priority, training sessions can offer practical strategies for managing group dynamics, facilitating productive interaction, and creating a safe, inclusive classroom environment. Encouraging peer observation and feedback among teachers is another great way to share what's working and spark new ideas. And don't forget the students: gathering their feedback on collaborative tasks can provide valuable insights into what's motivating them, what's working, and what could be improved.

Importantly, collaborative tasks can be particularly beneficial for students with special needs. These activities promote social interaction, shared responsibility, and a sense of belonging key ingredients for a more inclusive classroom. When students of different abilities work together, they support one another's learning, and teachers can provide individualized scaffolding to meet everyone's needs. The result is a richer, more supportive learning experience for all.

To make collaborative learning even more meaningful, it's helpful to anchor tasks in topics that reflect students' own lives and backgrounds. This approach not only makes learning more engaging but also encourages students to express themselves more naturally and confidently. In evaluating the impact of these tasks, a mixed-methods approach, combining both quantitative and qualitative data, offers the most complete picture. It allows educators to understand not just how much students improve, but also how they experience the learning process. Ultimately, when thoughtfully implemented, collaborative tasks do more than build speaking skills they foster confidence, connection, and a genuine enjoyment of language learning. For A1 learners, that's a powerful foundation for long-term success.

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