



Improve Oral Interaction through Collaborative Activities

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Abstract

This study aimed to improve oral interactions by using collaborative activities supported by an application called Flipgrid, where students could upload their videos and comment on their partners' tasks. The sample involved 19 seventh-graders with a Pre-A1 English level. The present study was implemented at a public high school in a rural zone in Shuid, Canton Alausi, in Chimborazo Province. Learners developed their tasks, recorded their videos about different topics, and assessed their work using a rubric. The teacher provided some feedback after each work session. Instruments included Pre and post-tests, a collaborative checklist, and an interview. The global oral interactions improvement was large and significant (Cohen's $d=1.47$). The findings also showed a positive improvement in collaborative activities. Since collaborative activities were beneficial, EFL teachers may find the results and discussion of this research useful for its implementation in the classroom.

Keywords: collaborative activities, oral interaction, video recording, Flipgrid.

Resumen

Este estudio tuvo como objetivo mejorar las interacciones orales mediante el uso de actividades colaborativas apoyadas por una aplicación llamada Flipgrid, donde los estudiantes podían subir sus videos y comentar las tareas de sus compañeros. La muestra incluyó a 19 estudiantes de séptimo grado con un nivel de inglés Pre-A1. El presente estudio se implementó en una escuela secundaria pública de una zona rural de Shuid, Cantón Alausí, Provincia de Chimborazo. Los alumnos desarrollaron sus tareas, grabaron sus videos sobre diferentes temas y evaluaron su trabajo usando una rúbrica. El profesor proporcionó algunos comentarios después de cada sesión de trabajo. Los instrumentos incluyeron pruebas preliminares y posteriores, una lista de verificación colaborativa y una entrevista. La mejora global de las interacciones orales fue grande y significativa (d de Cohen = 1,47). Los hallazgos también mostraron una mejora positiva en las actividades colaborativas. Dado que las actividades colaborativas fueron beneficiosas, los profesores de inglés como lengua extranjera pueden encontrar útiles los resultados y la discusión de esta investigación para su implementación en el aula.

Palabras clave: actividades colaborativas, interacción oral, grabación de video, Flipgrid.

Improve Oral Interaction through Collaborative Activities

There are many languages used by a high number of people around the world, such as Mandarin, Spanish, French, or Arabic, and the most widely used as a second language is English. According to Milne (2019), English is used by 1.4 billion native and non-native speakers, which means that 20% of the world's population can communicate in English everywhere from the Americas to Asia, to Africa and Europe. Rao (2019) stated that English is the language mostly used by scientists, business organizations, and the internet and in the education and tourism sectors.

The acquisition of a second language includes developing the four skills: writing, listening, speaking, and reading (Herrell & Jordan, 2019). But most of the time, these skills are not always developed in the same way. Therefore, it is necessary to reinforce and emphasize the one that is not well developed. It is essential to establish an effective strategy for a diagnosis before beginning a research project (Barroso, Sánchez, Calero, Recalde, Montero & Delgado, 2015). Among the four skills of the English language, speaking plays a fundamental role in producing this language.

To improve oral interaction, it is necessary to implement an innovation where learners developed their oral skills through the use of useful and collaborative activities. Participants, divided into small groups, asked and answered questions and learned how to work with others to improve their speaking skills more than on focusing just on a grade. Gillies, Ashman, and Terwel (2008) stated that children and teenagers learn from each other in a wide range of formal and informal settings, in big groups as well as in small ones. In the ideal classroom, all students would learn how to work collaboratively to develop their speaking skills and interaction.

Speaking is an essential skill to learn a foreign or second language learning (Rao, 2019). According to Lopez et al. (2016), speaking is usually known as one of the most useful and interactive skills to communicate in English. It could be significant trouble if there is not a chance to practice speaking in second language learning. It's a skill that is needed to perform authentic situations in and beyond the classroom.

Through speaking, interaction can be promoted in each class. Classroom interaction is necessary to build language knowledge and develop skills to help students to enhance their communicative competence (Contreras & Chapetón, 2016). Classroom oral interaction possibly is the best teaching strategy to develop learners' speaking skills and encourage their ability to produce language (Khadidja, 2010). In this way, students can use the language authentically while interacting with peers collaboratively.

According to Bocanegra and Valencia (2018), after performing an investigation in a Colombian elementary school, collaborative strategies promoted oral interaction in second English learners.

In the Ecuadorian educational system, there are some investigations about collaboration to improve oral accuracy, authentic oral production to improve speaking fluency, and peer-feedback to enhance verbal skills (Espinoza, 2019; Lopez, 2019; Oña, 2019; Yepez, 2019). These studies' results were positive, which shows that collaboration in authentic contexts improves oral interaction skills. Bzurto and Moreira (2017) carried out another investigation, which used communicative approach-based activities for developing conversational skills in A1 English level students. Bzurto and Moreira's study increased the improvement in speaking skills and students' attitudes toward speaking activities.

Often, learners believe that speaking skills are more complex skills than other ones, especially during the execution of communicative activity. The student has

minimal time to plan and organize the speech in his/her mind before pronouncing it to another person. Castillo (2015) expressed that oral interaction represents significant challenges to learners. It is necessary to acquire the learning to communicate with each other in real settings of their lives.

In the school where this study was implemented, there was a lack of interaction. Learners who were Pre-A1 were selected to participate in the study. The English class was mostly taught in Spanish or Quichua; these were students' native languages. Their culture makes them silent and very peaceful people who traditionally work as individuals in the class, but it does not help so much to improve their second language speaking skills. Tasks are usually centered on drawing or writing some known words because of learners' ages and English levels. For that reason, there was a necessity to promote interaction and collaboration to improve oral abilities. When students work in partnership with peers, they can quickly develop oral skills (Oña, 2019).

Collaborative activities present many advantages, such as increasing self-esteem and motivation among the learners, creating positive feelings, and improving cognitive thinking (Jacobs et al., 2002). Students learn better in collaborative groups than in a traditional classroom environment. Conventional speaking instruction methodologies have been presented in classrooms to build students' fluency, but these methodologies have not been active (Oña, 2019).

This action research study aimed to improve students' English oral interactions using collaborative activities and background knowledge. These activities were related to real situations to achieve communicative competence in which students interacted with peers most of the time. Using the appropriate exercises and collaborating among them, students understood that learning the English language is more than sitting down, performing a tedious task, or writing a few words. This research aimed to show learners

that collaborative work helps learners to develop fluency and accuracy, employing continuous interaction in and beyond the classroom.

The Problem of the Study

The participants of the study were students who were seventh graders and whose ages ranged between 11 and 12 years. According to a proficiency test, their English level was Pre-A1. These learners were not so much adapted to the English language. They showed some difficulties expressing themselves and interacting in their target language. The Ministerio de Educación (2014) represented in the National Curriculum Guidelines that students need to obtain the level B1 of English as independent users before finishing their secondary studies. Still, according to Soto et al., (2017), it has been hard to develop. For example, in the 0041-14 agreement from 2014, English was not part of the curriculum for primary education.

English as a Foreign Language was officially implemented as a compulsory subject in all Ecuadorian public primary schools in September 2016 in the Sierra and Amazon regions and 2017 in the coastal zone, and a gap in the learning is very noticeable.

In Ecuador, there is a significant gap in English learning improvement. Similar things happen in the school where the researcher works related to English. The participants of this action research study come from a “special” school teaching-learning system where education has a lower development than other places have. The school did not have computers or internet connection, and some did not know about online technological tools such as Flipgrid, which was required to use in this innovation. This app was chosen for easy mastering and development.

Concerning the participants, all from Quichuan nationality, the students had a very vague knowledge of the subject. They did not present an adequate domain of the

language. In classroom observations made by the teacher-researcher, it was evident that learners need to develop their communicative competence. Learners presented many difficulties expressing themselves in the second language, so the researcher worked with an innovative implementation to make learners reach their goals.

Most of the time, students do not see the long-term benefits of working with collaborative tasks. That was why the researcher designed a plan with some activities to encourage students to improve their oral interactions through collaborative work using an online tool to organize their tasks in innovative work.

Literature Review

This study explores the possible benefits of improving oral interaction through collaborative activities and expanding vocabulary using the technological tool named Flipgrid. The concepts and theories pertinent to the topic include Oral Interaction, the Communicative Language Teaching approach, collaborative activities, English vocabulary, and the Common European Framework of Reference for Languages (CERF) with the Pre A1 level aimed at improving oral interactions.

Learning a foreign language is arduous work for those who want to improve their knowledge and skills. Reading, understanding a language, speaking it with reasonable fluency, and writing it with no mistakes takes a lot of effort (Kasapoğlu, 2010). For most foreign language learners, speaking in the target language is not easy because learning to speak a second language needs more than to get its grammatical and semantic rules. Apart from these, Burnkart (1998, as cited in Heriansyah, 2020) explained that language learners need to have three areas of knowledge involved in speaking, namely:

1. Mechanics of language elements.
2. The functions of language.

3. The socio-cultural norms.

Sometimes, the use of technological apps is an issue more than a solution. The reliability can be affected by an inadequate use or a misunderstanding in implementing devices or resources in the class activity. This can discourage teachers from using technology as often as they would like to do it. Even in some cases, teachers feel disappointed when they see children as more competent than themselves, even with a better interaction (Motteram, 2013).

Oral Interaction

Kelly (2008) stated that in the field of second and foreign language learning, interaction has long been considered to play an important role. It could determine whether the learning objectives of each meeting in the classroom can be achieved or not. Eisenring and Margana (2019) mentioned that interaction becomes the principal means for teachers and students to exchange their ideas, feelings, opinions, views, and perceptions, among others.

Nobrega (2008) expressed that the informality in the teacher-student interaction and the interest in the oral development of students as well as learning as a whole, and according to Rahimpour and Magsoudpour (2011), teacher-students' and students-students' interactions play a significant role in foreign language development.

There is a great variety of terms like role-plays and simulations, project work, some conversation strategies, dialogues, presentations, and many other activities called communicative activities and are used by teachers to promote oral communication. Herazo (2010) talked about the development of Communicative Language Teaching (CLT), which has brought a great variety of activities for creating a real oral interaction in the EFL classroom, and it will be very useful in this action research to involve students in this teaching-learning process.

Communicative Language Teaching

Desai (2015) mentioned that Communicative Language Teaching (CLT) is an approach that facilitates the teaching of a foreign language, and it is focused on communicative competence and on interaction as a means to teach the language. The principal focus of the approach is that learners understand the intention and expression of speakers and writers. It is also believed that communicative functions are more important rather than linguistic structures. Littlewood (1981) expressed that “one of the most characteristic features of communicative language teaching is paying systematic attention to functional as well as structural aspects of language” (p. 1).

CLT was born as a need to change paradigms in terms of teaching English (Paredes, et al., 2018). According to Richards (2006), the CLT approach was a movement away from traditional lesson formats. It focused on mastering different grammar items and practicing controlled activities such as creating some dialogs or drills, through the implementation of pair-work activities; and role-plays and group work activities which students are supposed to prepare in this action research.

The Common European Framework of Reference for Languages

The Council of Europe (2018) expressed that the Common European Framework of Reference for Languages: Learning, instructing, appraisal (CEFR) was published in 2001 after an extensive procedure of drafting and guiding attempted by the Council of Europe in Strasbourg. The CEFR’s objective is to describe language performance in learners who train to reach these goals.

The Council of Europe (2018) expressed that for Pre A1 level, there were no descriptor scales provided in the 2001 set of descriptors, and they have become increasingly relevant over the past twenty years, especially in multilingual/multicultural competence. Currently, the descriptors are Vocabulary, Pronunciation, Intonation, and

Fluency. They were added because there was a big gap between knowing nothing and reaching the A1 level. In this way, implementing the innovation for the development of the Pre-A1 level will increase the oral interaction between partners to improve their English level.

Pre-A1 English Level Starters

According to The Council of Europe (2018), Pre-A1 represents a ‘milestone’ halfway towards A1 level, a proficiency band at which the learner has not obtained a specific requirement to be in the A1 level of English.

A shortlist of descriptors is given that had been calibrated below A1. A fuller description of learners’ competencies at A1 and the inclusion of a level below A1 was important for users, as evidenced by the number of descriptor projects that focused on these lower levels. Therefore, a band of proficiency labeled Pre-A1 is currently included in the majority of the scales.

Pre-A1 learners can make simple signals, or other gestures can support the verbal reference; pre-A1 learners can ask and tell day, time of day, and date; Pre-A1 learners can use some basic greetings. Pre-A1 learners can say yes, no, excuse me, please, thank you, sorry (Council of Europe, 2018).

Collaborative Activities

Laal and Laal (2012) expressed that collaborative learning is defined as an educational approach that involves students in the teaching and learning process where they work together to find solutions to a problem, fulfill a task, or design a product.

Altamimi and Attamimi (2014), mentioned that the role of teachers using the Collaborative Learning method shifts from transmitters of knowledge to mediators of learning, and sometimes watching how students take turns to ask and answer, interacting and collaborating with the activity.

The collaborative learning approach may begin with the participation group. The concept was explored by Rogoff et al. (2003) where they discussed how learners could access the idea of learning through informal community involvement. A good example could be if learners in a group talk about a tale where students express their ideas, and finally, they find a new ending to the story. The teacher's role in this part involves facilitating, modeling, and coaching.

In a previous study named “Collaborative learning intervention module to improve Speaking fluency,” Muhammad and Melor (2019) demonstrated that the results obtained were discussed according to participants’ improvement in speaking skill and speech fluency. Participants improved at 100% with an increase in the Oral Test Scores based on the pre-test and post-test carried out before and after the module’s implementation with 5.18 points in participants.

Collaborative activities in the classroom take extra time to set up a plan to develop some critical steps of the project. Students need time to determine a common language to articulate goals and describe their shared work. Harmer (2001) expressed that teachers encourage students to speak and help learners work in group activities that use brainstorming, questions, answers, or surveys to make learning more interactive. Teachers should maintain a safe, non-threatening, and learner-centered environment (Altamimi & Attamimi 2014). Muhammad and Melor (2019) stated that it was demonstrated that the Collaborative Learning approach helped learners in learning English, especially oral interaction. The oral interaction will be built by the students training and daily increasing of the right vocabulary.

Krashen (1988) stated that a comfortable learning environment could improve learners’ affective filter. It is related to how students feel better working in little groups and improving their interaction and feeling more relaxed to talk and interact with each

other. Self-confidence, anxiety, and personality traits are some variables Krashen named that expressed that learners with high motivation, self-esteem, a good self-image, and a low level of stress for success in second language acquisition interact better with their partners.

Vocabulary

Alqahtani (2015) stated that vocabulary knowledge is sometimes viewed as a critical tool for second language learners because a limited vocabulary in the second language inhibits successful communication to get a proper interaction. Schmitt (2000) emphasized that “lexical knowledge is central to communicative competence and the acquisition of a second language” (p. 55). Nation (2001) expressed that in English as a Second Language (ESL) or English as a Foreign Language (EFL), acquiring vocabulary words plays an essential role in all language skills, for instance: listening, speaking, reading, and writing.

Children begin to talk, listening to their families, cultures, and communities based on their own experiences. They interact with each other talking about different activities related to their daily life. Rivers (1987, as cited in Brown, 1994), expressed that in interaction, the participants can use all they possess of the language, all they have learned or casually absorbed in real-life experiences.

Laufer and Rozovski-Roitblat (2014) stated that learning new vocabulary in a foreign language environment is determined by two primary factors. One is how many times words are encountered in the language input recognizing the words, adapting to these new inputs, and two: what learners do with these words. They use the new words and apply them in new contexts. The authors also commented that furthermore, what is done with the term may have a more lasting effect on knowledge than exposure. Teng (2016) stated that no set number of word repetitions guarantees word retention.

Flipgrid

Flipgrid was founded in 2015 by Charles Miller from the University of Minnesota, USA. It is a free online video-mediated communication tool that fully utilizes video as its platform for discussion (Miskam & Saidalvi, 2019). Stoszkowski (2018) stated that Flipgrid could be linked to other platforms in the students' learning environment, such as Google Classroom or Microsoft Teams, videos, and different documents online as well; for instance, YouTube or Dropbox.

Stoszkowski (2018) mentioned that Flipgrid (www.flipgrid.com) is an online video discussion technological platform, which has been designed to empower students to facilitate collaboration and social learning among themselves. To enhance the interaction, the educator creates a "grid" and then invites learners to upload short video responses to "topics," simultaneously, for instance: questions and prompts via a link to upload "responses" the answers to a topic, as well as replies to other peers.

Normally, an interactive activity would be practiced in the classroom, with students asking and answering questions by turn-taking. However, if for any reason, such as the COVID-19 pandemic in 2020, students are not able to interact in a face-to-face environment, Flipgrid could be used as an interactive element, mimicking "normal" classroom interaction and pair work.

The platform works everywhere, and students like to experiment with new ways to use technological devices beyond the classroom, as expressed by Thomas and Jones (2017). The Flipgrid website's main aim is to provide a platform for students to have unlimited opportunities to practice their dialogues, commenting with each other. In class, students rarely have adequate oral practice. Because of the pandemic situation which occurred in 2020, the opportunities to train and have interaction will be through the online course by applying an online technological app named Flipgrid.

Having the opportunity to interact better with Flipgrid could help children's learning and oral skills development. Miskam and Saidalvi, (2018) stated how learners exhibit anxiety at the time of speaking activities, and how it could be a struggling aspect for developing this skill. As mentioned before, learners are Pre-A1, and as Erwin (2018) stated, learning should focus on learners and inspire them to create dialogue within a safe environment that fosters growth with activities that motivate them to ask and answer some questions improving the oral interaction in learners.

With the firm purpose to fulfill the gap in English learning that students currently have, the researcher has prepared this action research with primary authors and theories and professional practices related to the effective development of the oral interaction in these Pre-A1 students creating two research questions to complete through the action research study:

- 1.- To what extent does oral interaction improve through collaborative activities?
- 2.- What are students' perspectives of the innovation?

Innovation

This action research was aimed at seventh-grade students to improve their oral interaction through the use of collaborative activities to expand their English vocabulary.

The teacher, who also had the role of the researcher, continued with the implementation. The next step was to record their pretest (Appendix D), which demonstrated their real interaction at the beginning of the study. Students, known as the participants in the study, they used the online tool Flipgrid (Appendix E) to post and organize the videos and all the information to see the learners' oral improvement.

These results were used to elaborate on the micro curricular unit using the Backward Design plan (Appendix F) to work in this innovation, which lasted 24 teaching hours (8 weeks). During the implementation time, participants had the opportunity to develop their oral interactions through collaborative activities by the use of recordings, and at the final part, record their post-test video (Appendix G) with some tasks to measure their possible improvement.

To assess learners' work, the teacher provided them with feedback using the speaking rubric (Appendix H) and the checklist (Appendix I) to help them know their improvement in the collaborative activities. The activities were recorded on Flipgrid by the students, and their partners replayed and interacted with them synchronously and asynchronously. When the interaction was finished, the teacher evaluated all the works using the specific previously mentioned instruments to see the possible improvement.

In the next class sessions, the teacher monitored the process, supported each learner's necessities, and checked students' improvement. Students, on the other hand, prepared their conversation, asked and answered questions to their partners, and changed the roles taking turns and creating in this way, an effective and real interaction in every single group. Furthermore, the teacher checked and analyzed the rubric descriptors where every aspect was very detailed and illustrated so that the teacher, and the English area teacher, who also helped checked the work would be able to assess it in the same way. Before finishing the innovation, a random group of eight students completed an interview in Spanish (Appendix J) to talk about their perspectives about the innovation.

At the beginning, the innovation was supposed to be on-site with the researcher providing all kinds of materials such as colored papers, markers, tapes, some scissors, and even glue, and little posters to make learners feel like they were playing. However,

the COVID 19 pandemic is still among us, and all the implementation had to be done through the internet. Classes were online, the teacher adapted the course in the most interactive form creating activities where learners did synchronous and asynchronous work, for instance: students received some instructions to do some work, it was recording a short video in Flipgrid; divided into small groups, they asked some interesting questions about a specific topic, and their partners answered the questions, proposing new items to encourage conversations and opinions. Another example was like interacting in a little role-playing practicing and helping each other to do a pleasant activity. Students collaborated with their partners, improved their spoken vocabulary, and even their pronunciation was a little better than before the innovation.

Methodology

The independent variable was the collaborative activities, and the dependent variable was the oral interaction improvement. This study was mixed-method two-phase action research. Mixed methods research follows the procedures supplemented by some additional stages, such as selecting the means of the blending method and, finally, the interpretation of the results (Collins et al., 2006). The mixed-method-two-phase was chosen because there were quantitative and qualitative instruments.

Participants

The study participants were a group of nineteen students ranging in age from 11 to 12 years old who were seventh graders of General Basic Education (EBG), and according to results, Pre-A1 English proficiency level according to the Common European Framework (CEFR). The study took place in a public Communitarian Intercultural Bilingual School in Shuid Canton Alausi in Chimborazo Province. It is an institution where most of the population are indigenous; in the classroom of the study, all the students are from the Quichuan nationality.

Instruments, and Data Collecting

This part details all the instruments to apply in the innovation to begin with the study. After that, students (also called as learners, or participants) took a Diagnostic Test (Appendix B) adapted from Cambridge (2018) assessment scales to check their real English level. The results indicated that fourteen of the nineteen learners involved in the study had a Pre-A1 English level, and the other five had a low-A1 level. Learners fulfilled a demographic survey (Appendix C) to make teacher understand better their background. At the beginning of the innovation, learners had their Pre-test (Appendix D) to check and measure their first task of the innovation, which was recorded on Flipgrid (Appendix E), the online tool to store technological information.

The pre-test, which was the first task, was taken before beginning the innovation. The post-test, which was the final test, was taken at the last part. Both tests were measured and graded with the Speaking Rubric (Appendix H). This rubric evaluated the different components and descriptors which the rubric has. The rubric was used to measure every possible improvement from pretest to post-test. It was necessary to have all the things clear to apply the instruments effectively with every test. It was focused on to review, contrast, calibrate, and compare students' Pre and Post-test results. The participants of the study uploaded their videos recording on Flipgrid. The teacher with all the videos saw the oral interaction improvement progress, and with the first and last recording, the teacher obtained the possible improvement.

The checklist (Appendix I) had nine items that checked and analyzed the possible speaking and activities collaboration improvement. It also measured the group work or individual preference, and the pronunciation, respectful, interest, and CLT improvement. The semi-structured interview (Appendix J) that had five questions which eight randomly chosen students answered, was created to analyze and understand

students' perspectives, their challenges, strengthens, improvements, weakness, and success to get a clear answer about the innovation. The data were tabulated in Excel worksheet and transferred to the SPSS version 24 software, where all the data were stored and calculated to get each component's frequencies in the tests, like the pre, and post-tests average, score means, standard deviation, and effect size.

Validity and Reliability

To check validity, it was necessary to apply the triangulation research strategy to use different data collection sources through two research methods. A group of eight students took the semi-structured interview (Appendix J) to understand their perspectives of the innovation. Their collaboration activities improvement was measured by the checklist (Appendix I) to confirm the data collected from the pre and post-test. Joppe, (2000, as cited in Golafshani, 2003), pointed out that validity defines the truthfulness of the results in research if the data collecting method allows the researcher to measure what will be intended to measure.

According to Li (2011), validity is related to the content and construct of evaluation, while reliability is related to the score. There are also, some factors which make tests lose their reliability. For instance, the researcher asked to the English area teacher for some help in grading to calibrate and compare students' post-tests results. The researcher of this study showed that applying different kinds of data collection methods such as interviews worked out to find the "truth of the results," it can confirm that the results are reliable (Merriam, 1995, p.55).

To validate the data in this study, two procedures were applied. The first was the researcher's involvement in the research, including the preparation of the study, data collection, data analysis, and data interpretation. The second was triangulation; the researcher compared the data taken from the interview with the direct observations.

Ethical Considerations

The researcher informed participants about the purpose, benefits, and the methodology to apply in the study. Moreover, the data collected was coded and kept private. Howe and Moses (1999) stated that “both quantitative and qualitative research warrant strict scrutiny, and researchers need to be aware that particular research methods bring certain ethical issues to the fore” (p.56). Therefore, when conducting research, the researcher needed to decide how to address and deal with ethical issues in each study. In this case, the researcher arranged a meeting with the school principal and explained the innovation to him. Students are minors, so parents and school authorities signed the Authorization letter (Appendix A) After receiving the approval from school, a meeting with parents was also set to talk to them about the innovation, possible improvement, and the confidentiality of participants immersed in the study.

A crucial ethical issue has to do with confidentiality. It is essential to keep the anonymity of subjects and decide and consider which personal data is going to be collected and its security, retention, and disposal when the study is finished. For the study, every participant had a number instead of their name in all the data collected. It is necessary to mention that participants are minors, and parents’ permission was required. Besides this, the researcher explained the research purpose to the participants and made sure that the data is used just for this study.

Results

The present study involved quantitative and qualitative instruments. The results of the implementation of the innovation have been reported in the following form:

For the first research question, *to what extent does oral interaction improve through collaborative activities?*, results are shown in Table 1.

Table 1

The pretest and post-test results.

	N	Minimum	Maximum	Mean	Standard. Deviation.	Effect size. <i>d</i>
Pretest	19	1	12	6.68	3.59	1.47
Post-test	19	5	20	13.16	5.09	

Table 1 demonstrates the improvement of the participants from the pre-test to the post-test, after the application of the action research. Cohen’s *d* 1.47 showed a large effect size (ES). Moreover, the *p* value with an alpha of 5% was less than 0.005, which means there is a piece of strong evidence which demonstrated that the improvement was due to the innovation as it is provided in Table 1, and Figure 1.

*Figure 1
Pretest and Post-test Comparison.*

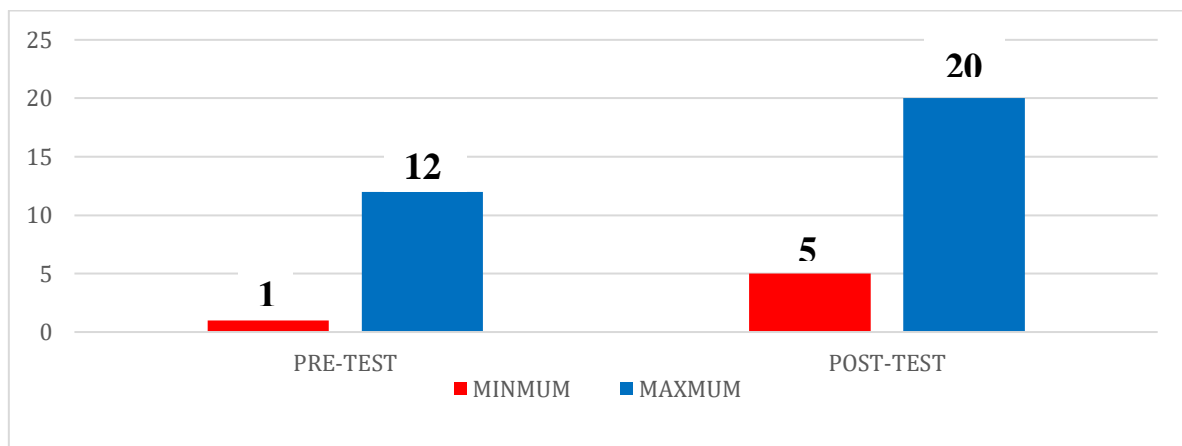


Figure N° 1 reflects the Pre-test and Post-test results demonstrating a clear improvement at the final part of the innovation.

To reinforce question number one results, it was appropriate to detail every single component that the rubric had. Results in Table 2 showed the improvement in every separated item.

Table 2

Pretest and post-test Rubric Means.

Rubric	Pretest Mean	Post-test Mean
Words used from the unit in every session	3.05	6.58
Pronunciation	3.00	6.21
Details in the Interaction	3.16	6.73
Questions and answers Interactive Comprehension	2.47	7.84
Conversation creativity	2.53	5.31

Rubric results in Table 2 from pre and post-test showed that all the instrument components improved after the innovation. Results reflected that students had a positive increase in their learning, demonstrating that the highest score at the end of the study was for the item called “Questions and answers interactive comprehension,” with a Mean of 7.84.

For the second research question, *what are students’ perspectives of the innovation?*, results are shown in Table 3.

Table 3

Checklist of Students’ perspectives about collaborative activities.

		Pretest	Post-test
ITEMS	QUESTIONS	YES	YES
Speaking Activities & Collaboration	Do you like to collaborate with your partners to do the speaking activities?	15.79%	89.47%
Activities Helping	Do your partners help you if you do not understand the oral tasks?	21.05%	63.16%
Pronunciation and intonation of the words	Does the teacher help you with the pronunciation and intonation of any words?	57.89%	100.00%
Effective Work in Speaking Activities	Are your speaking activities more effective if you do them in group?	36.84%	73.68%
Comfortable working with the speaking activities	Do you feel comfortable working the speaking activities?	31.58%	78.95%
Respect every opinion	When you work in group, is your opinion respected?	15.79%	73.68%
Work Speaking Preference	Do you prefer to work by yourself in an oral presentation or a speech?	42.11%	36.84%
Collaborative Work Interest	Are you interested in working collaboratively with other skills?	31.58%	89.47%
Improvement through the use of CL.	Has your oral interaction improved through the use of collaborative activities?	21.05%	73.68%

In general, the checklist results in Table 3 reflect that students had positive perspectives on the study's variable: collaborative activities and all the components. The highest score was for Speaking Activities and Collaboration, and Collaborative Work Interest with a similar 89.47%.

Additionally, to know the students' perspectives of the innovation, eight randomly chosen participants were interviewed using five questions. Below is the interpretation of their answers to understand their perspective of the innovation.

Question number one: *Have you improved your oral interaction in the English language? Why or why not?* All students said that they improved in their oral interaction. Most students (1, 2, 3, 5, 6, and 8) answered that their improvement was possible for the effort and training and recording videos and practicing every day. The rest of them (4 and 7) mentioned that they improved in their second language speaking because they understood better when people spoke in English.

Question number two: *How did you feel working with your peers? Was it easy or not? Why?* Students (6, 7, and 8) expressed that they felt familiar at the beginning. Still, at the final part of the innovation, students (1, 2, 4, 6, 7, and 8) said they felt good working with their peers because their confidence was better. The relationship among them increased during the innovation time. The rest of them (3 and 5) commented that they felt okay because they had previously worked together on another subject.

Question number three: *Did you like to do collaborative tasks with your peers? Why?* All of them mentioned that yes, they did. They found that working with their partners was a little complicated because they did not have the habit of sharing ideas, but with constant training, they improved their confidence and learning.

Question number four: *For you, what was the most challenging part of this pedagogical innovation? Why?* Students (1, 2, 3, 4, 5, and 8) said the challenging part was trying to speak with their partners because their lack of knowledge was a constraint at the beginning, and even when the innovation finished, some students needed to improve a little more about their second language learning.

Question number five: *Would you like to participate in a project like this again? Why or why not?* All of them agreed and answered, “Yes.” They think this new teaching and learning system is essential for their learning. Even one student asked if this kind of innovation could be applied in other subjects such as math or science.

Discussion

After eight weeks of implementation, the study showed that collaborative activities improved students’ oral interaction and their confidence when interacting in class.

For the first research question, *to what extent does oral interaction improve through collaborative activities?*, it was detected that implementing collaborative activities enhanced oral interaction. The improvement of the participants after the application of the innovation was significant. Participants showed better grades in the post-test. Cohen’s *d* is 1.47, which indicates a large effect size. A similar study was carried out by Muhammad and Melor (2019) in which participants improved their speaking fluency after a collaborative learning intervention module. Khadidja (2010) and Oña (2019) stated that when students collaborate with peers, they can develop oral skills. Interaction aids at developing second and foreign language learning (Kelly, 2008; Rahimpour & Magsoudpour, 2011). Interaction becomes a way for teachers and students to exchange their knowledge for oral development (Eisenring & Margana, 2019; Nobrega, 2008). Learning through community involvement, learners could acquire a better fluency and expression (Rogoff, et al., 2003).

For the second research question, *what are the students’ perspectives of the innovation?*, regarding students’ perspectives towards the innovation, the findings specified that learners felt very comfortable after implementing this study by applying collaborative activities and all the components to enhance oral interaction. Comfortable

learning conditions could augment the learners' affective filter (Krashen, 1988). The checklist showed a clear improvement in the oral interaction, which positively increased after the innovation. The highest improvement was noticed in the question: "*Do you like to collaborate with your partners to do the speaking activities?*" with 89.47% in the post-test. The same result was demonstrated in the question: "*Are you interested in working collaboratively with other skills?*", but the lowest result appeared in the question: "*Do you prefer to work by yourself in an oral presentation or a speech?*" with a 36.84% in the post-test which is also positive because students prefer in groups.

The previous affirmation coincides with Espinoza's investigations, (2019); Lopez, (2019); Oña, (2019); & Yopez, (2019), who asserted that collaboration develops authentic oral production and speaking fluency through peer-feedback. Collaborative strategies encourage oral interaction in second English learners (Bazurto & Moreira, 2017; Muhammad & Melor, 2019). These results and opinions of students evidence the positive implementation of the implementation of this study.

In closing, collaborative activities aimed to develop oral skills. According to the findings, oral production gives learners the possibility to use L2 in real contexts by taking advantage of peers' knowledge to improve speaking accuracy. English classroom interaction is necessary to build language knowledge and develop skills to enhance their communicative competence (Contreras & Chapetón, 2016). Besides, teachers have the responsibility to help students become independent learners and support other partners in learning.

Conclusions

To conclude this study, the researcher demonstrated that collaborative activities using the technological app Flipgrid facilitated participants' oral interactions improvement. Even though not all of them could have their own mobile devices or at

least enough training time, students' effort made their improvement possible. Their increased learning was positive and significant, at the beginning their knowledge was very limited in vocabulary, in pronunciation, and in interaction as well. Their attitudes and perspectives also reflected their progress after the use of innovation. Their collaboration increased positively, at the first part of the study, learners were very shy and their self-confidence was low. The improvement grew up step by step during the innovation.

The participants in this study gained self-confidence, their social abilities were motivated for learning, the use of technology, doing good work with partners, and significantly enhancing or using collaborative activities. Additionally, students posted their videos on their online tool to practice and familiarize themselves with the technology and the second language. The work tended to be more attractive and engaging for learners. Finally, the researcher observed the students' answers from the checklist (Appendix I), and from the interview's answers (Appendix J). All this material was decisive to understand that collaborative activities were an excellent strategy to increase students' oral interactions.

Limitations

One of the principal limitations shown at the beginning of the innovation was the sample and the small number of the innovation participants. Also, the absence of a control group to compare and contrast results was a limitation that avoids to have a reference of the work. There were only nineteen students, and at the beginning, their English level was deficient for their expected English level of education. Another limitation was the lack of technology and the low internet connection quality that learners and the institutions counted on. Finally, students' great shyness at the

beginning of the study made the study more challenging. Unfortunately, it changed during the innovation.

Recommendation

Studies like this should be replicated the acquired knowledge adapting these recommendations for future action research. It is necessary to check and evaluate students' real knowledge to adapt the activities to generate significant results. One good recommendation is to have a control group to have data to compare and contrast the results. Another proposal could be to allow a longer time and a larger sample size for a similar research project to cover essential parts of the curriculum throughout the academic year.

Additionally, it is recommendable to offer opportunities to work with collaborative activities to share and combine their knowledge inside and outside classrooms. It is recommendable to teach to students some technical vocabulary related to education and technology since their first years of education to make their learning more normal into real-life activities. Finally, to promote oral interaction, it would be recommendable that innovations like this could be part of the curriculum and applying the collaborative activities to measure the improvement before the end of each term.

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Appendixes

Appendix A

AUTHORIZATION

Available upon request.

Appendix B

English Diagnostic Test

Available upon request.

Appendix C

Demographic Survey

Available upon request.

Appendix D

Pre-test Video

Available upon request.

Appendix E

Flipgrid

Available upon request.

Appendix F

Unit Background Design

Lesson Plan

Available upon request.

Appendix G

Post-test Video

Available upon request.

Appendix H

Speaking Rubric

Available upon request.

Appendix I

Checklist

Available upon request.

Appendix J

Semi-structured Interview. *Entrevista Semi-estructurada.*

Available upon request.