



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th October 2025

ORGANIZATION OF COLLOBORATIVE LEARNING IN DEVELOPING SPEAKING SKILLS

Salikhova N. I.

nasibasalikh@gmail.com

USWLU, Uzbekistan

Wendy Hibbs.,

wend1hbbs@gmail.com

Üsküdar University, Turkey

Abstract

This article explores the organization and implementation of collaborative learning as a pedagogical approach for developing speaking skills among foreign language learners. Speaking is one of the most complex skills to master because it integrates linguistic competence, fluency, accuracy, and socio-pragmatic awareness. Traditional teacher-centered methods often fail to provide sufficient opportunities for authentic communication. Collaborative learning, on the other hand, encourages students to work interactively in pairs or groups to achieve shared goals, exchange feedback, and co-construct linguistic knowledge. Drawing on socio-cultural theory and the interaction hypothesis, this paper analyzes the main principles of collaborative learning, its advantages and limitations, and its contribution to enhancing speaking performance. Empirical evidence from recent studies confirms that students engaged in collaborative tasks show significant improvement in fluency, confidence, and communicative competence. The article concludes with methodological recommendations for teachers aiming to organize effective collaborative speaking activities in EFL classrooms.

Keywords: collaborative learning, speaking skills, EFL teaching, interaction, group work, effective collaborative speaking activities.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th October 2025

Annotatsiya.

Ushbu maqolada chet tili o'rganuvchilarining og'zaki nutq ko'nikmalarini rivojlantirishda pedagogik yondashuv sifatida kooperativ (hamkorlikdagi) o'qitishning tashkil etilishi va amalga oshirilishi tahlil qilinadi. Gapirish — eng murakkab ko'nikmalardan biri bo'lib, u til kompetensiyasi, ravonlik, aniqlik hamda ijtimoiy-pragmatik ongni o'z ichiga oladi. An'anaviy o'qituvchi markazli usullar ko'pincha tabiiy muloqot uchun yetarli imkoniyat yaratmaydi. Hamkorlikdagi ta'lim esa, buning aksicha, talabalarning juftlik yoki guruh shaklida birgalikda ishlashini, umumiy maqsadlarga erishishini, fikr almashishini va til bilimlarini hamkorlikda shakllantirishini rag'batlantiradi. Sotsi-madaniy nazariya va interaksiya gipotezasiga tayanilgan holda, ushbu maqolada hamkorlikdagi ta'limning asosiy tamoyillari, uning afzalliklari va cheklovlari, shuningdek, og'zaki nutqni rivojlantirishdagi hissasi tahlil qilinadi. So'nggi tadqiqotlarning empirik dalillari shuni ko'rsatadiki, hamkorlikdagi topshiriqlarda ishtirok etgan talabalar ravonlik, ishonchlilik va kommunikativ kompetensiya jihatidan sezilarli yutuqlarga erishgan. Maqola yakunida chet tili sifatida ingliz tilini o'qitish (EFL) jarayonida samarali hamkorlikdagi og'zaki faoliyatlarni tashkil etishni maqsad qilgan o'qituvchilar uchun metodik tavsiyalar berilgan.

Kalit so'zlar: hamkorlikdagi o'rganish, og'zaki nutq ko'nikmalari, ingliz tilini chet tili sifatida o'qitish (EFL), o'zaro muloqot qilish, guruh ishi, samarali hamkorlikdagi nutq faoliyati.

Kirish

Speaking is a vital component of communicative competence and one of the primary goals in foreign language education. It reflects the learner's ability to use the target language in real-time interaction. However, for many learners, speaking remains the most challenging skill due to anxiety, limited vocabulary, grammatical inaccuracy, and insufficient exposure to authentic contexts. In traditional classrooms, students often act as passive recipients of knowledge, while the teacher dominates the communication process. This structure limits opportunities for meaningful interaction and spontaneous speech production.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econferences.com

20th October 2025

Collaborative learning provides an alternative approach that transforms the classroom into a space of shared responsibility, interaction, and co-construction of meaning. It involves organizing students into small groups or pairs where they work together toward a common objective, support each other's learning, and exchange feedback. In the context of developing speaking skills, collaborative learning creates authentic communicative situations that enhance fluency, motivation, and critical thinking.

The purpose of this article is to analyze how collaborative learning can be effectively organized to improve speaking skills. It examines theoretical underpinnings, reviews relevant research, and suggests practical strategies for implementation.

Collaborative learning is grounded in Vygotsky's socio-cultural theory, which emphasizes that cognitive development occurs through social interaction. According to Vygotsky, learning takes place within the *Zone of Proximal Development (ZPD)* — the distance between what a learner can do alone and what they can achieve with guidance. Peer collaboration, therefore, acts as scaffolding that supports learners in reaching higher linguistic performance.

Additionally, Long's Interaction Hypothesis and Swain's Output Hypothesis highlight the importance of interaction and language production in second language acquisition. Negotiation of meaning during group discussions helps learners notice gaps in their linguistic knowledge and adjust their output. Through dialogue, learners engage in *comprehensible input*, *output*, and *feedback*, which are essential for language development.

Collaborative learning also aligns with communicative language teaching (CLT) principles, emphasizing learner autonomy, interaction, and the use of authentic language. It positions students as active participants rather than passive recipients, thus promoting learner responsibility and engagement.

Numerous studies have demonstrated the effectiveness of collaborative learning in improving speaking proficiency.

Relating to Kandasamy and Habil's investigation, cooperative learning among school students and found a significant increase in speaking confidence and accuracy when learners engaged in peer interaction and group presentations. Similarly, Rai



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econferences.com

20th October 2025

examined the role of collaborative learning at the secondary level, revealing that group discussions and role-plays enhanced both fluency and motivation.

All we know that nowadays project-based collaborative learning has also shown promising results. Suwarni and Natsir reported that high school students involved in group projects exhibited noticeable improvements in vocabulary use and speech organization. Another study by Patmala, Ilmiah, and Junaid confirmed that collaborative methods significantly improved the average scores for fluency and accuracy among junior high school students.

According to Setiawati intention on elementary students and demonstrated that collaborative learning models helped improve pronunciation, sentence construction, and self-expression. These findings collectively suggest that collaboration facilitates not only linguistic development but also socio-emotional growth, as students learn to listen, negotiate, and respect differing opinions.

Effective organization of collaborative learning requires careful planning and management by the teacher. The following principles are essential: Students should be placed in small, heterogeneous groups of three to five members. Group composition can vary according to task type and language level. Rotating members helps ensure that learners experience diverse communication styles and peer support. Tasks should be communicative, authentic, and purposeful. Suitable activities include:

- Role-plays and simulations of real-life situations
- Debates and panel discussions
- Problem-solving tasks and case studies
- Collaborative projects and presentations
- Information-gap and opinion-gap activities

Tasks must require interdependence — that is, students must rely on each other's input to complete them successfully.

The teacher becomes a facilitator rather than a lecturer. Their responsibilities include setting clear objectives, monitoring group dynamics, guiding interaction, and providing corrective feedback when necessary. The teacher should also encourage equal participation and ensure that quieter learners are actively involved.



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econfseries.com

20th October 2025

Feedback should focus on both process (collaboration, interaction quality) and product (accuracy, fluency, pronunciation). Peer and self-assessment can complement teacher evaluation. Rubrics can help make assessment transparent and consistent.

Creating a psychologically safe environment is critical. Students should feel free to make mistakes, take risks, and experiment with language without fear of judgment. Positive interdependence — where success depends on group effort — strengthens motivation and trust.

Advantages and Challenges of Collaborative Learning

Advantages

- Increased speaking time. Students talk more when working in pairs or small groups.
- Authentic communication. Learners use language for real purposes rather than artificial drills.
- Confidence building. Peer support reduces speaking anxiety and fosters self-esteem.
- Critical thinking. Negotiation of meaning develops problem-solving and reasoning skills.
- Social development. Students learn teamwork, empathy, and respect for others' perspectives.

Challenges

- Unequal participation: Stronger students may dominate discussions. Teachers must assign specific roles (leader, recorder, reporter, timekeeper) to balance involvement.
- Limited classroom time: Collaborative activities often require more time than individual tasks.
- Classroom management issues: Noise levels and off-task talk can increase.
- Teacher preparation: Effective facilitation requires training in managing group dynamics and designing communicative tasks

Concluding our article, we should have to mention that collaborative learning represents a dynamic and learner-centered approach that significantly enhances the development of speaking skills. By organizing students into structured yet flexible groups, teachers can create conditions that foster active interaction, linguistic



International Conference on Modern Science and Scientific Studies

Hosted online from Madrid, Spain

Website: econferences.com

20th October 2025

experimentation, and social learning. The integration of collaborative methods allows students to practice language in meaningful contexts, which leads to improved fluency, pronunciation, and communicative confidence.

However, successful implementation depends on thoughtful planning, continuous monitoring, and reflective evaluation. Teachers should balance autonomy and guidance, provide scaffolding when needed, and ensure equitable participation among all students. Future research should explore long-term impacts of collaborative learning, its adaptability to digital environments, and its role in multilingual classrooms.

In conclusion, organizing collaborative learning effectively transforms speaking lessons into interactive, purposeful, and empowering experiences that prepare learners to communicate confidently in real-world contexts.

References:

1. Kandasamy, C., & Habil, H. (2023). Exploring Cooperative Learning Method to Enhance Speaking Skills Among School Students. *LSP International Journal*, Universiti Teknologi Malaysia.
2. Rai, H. (2024). Role of Collaborative Learning for Developing Speaking Skills of Secondary Level Students. *Gipan Journal*, 6(1), Nepal Journals Online (NEPJOL).
3. Suwarni, A., & Natsir, N. (2024). *The Effectiveness of Project-Based Collaborative Learning in Improving English Speaking Skills of High School Students*. *International Journal of Educational Research*, 1(4).
4. Patmala, K., Ilmiah, I., & Junaid. (2023). *The Effect of Collaborative Learning on Students' Speaking Performance in English Classroom at SMP Negeri 2 Kelara*. *Journal of Language Testing and Assessment*, Universitas Muhammadiyah, Indonesia.
5. Setiawati, S., Ulfah, Sukma, I. N., & Juniati. (2023). *Improvement of Speaking Skills Based on Collaborative Learning Models in Students of Class V Elementary School*. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, IAIN Palopo.
6. Unasanta, S. B. S., & Dewi, D. N. (2023). *Implementing Collaborative Learning Method in Speaking Class: Students' View*. *IDEAS Journal*, IAIN Palopo.