EFL Students' Perceptions of Collaborative Learning in Facilitating the Development of Speaking Skills

Percepciones de estudiantes de EFL sobre el aprendizaje colaborativo para desarrollar habilidades orales

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Abstract

Speaking proficiency is fundamental to language acquisition, particularly for learners of English as a Foreign Language, but it remains challenging for many students. This study explored how collaborative learning can facilitate the development of speaking skills of intermediate-level EFL students and identified the factors hindering their communicative development. Participants were 116

fourth-level EFL students (60 women and 56 men) from a public Mexican university. The study used mixed methods, administering a survey and an interview to collect data. A total of six collaborative learning activities were applied to encourage spontaneous oral production and interaction in a supportive, low-pressure environment. Results indicated collaborative learning facilitates EFL students' oral production, fostering cognitive, psychological, and social benefits. Students perceived collaborative learning as an effective strategy to facilitate vocabulary learning, improve pronunciation, develop conversational fluency, and enhance listening skills. Psychological benefits included increased self-confidence and reduced anxiety, while social benefits involved better peer interactions and a greater sense of belonging. However, linguistic challenges such as limited vocabulary and pronunciation errors, along with psychological barriers like fear of ridicule and low self-esteem, were identified as significant obstacles to oral proficiency. Therefore, the implications of this study suggest that incorporating collaborative learning activities in EFL classrooms could significantly enhance students' communicative abilities and help eradicate linguistic and psychological barriers, leading to more effective language learning environments.

Keywords: Collaborative learning, speaking skills, university students, English as a foreign language.

Resumen

La competencia comunicativa es esencial en la adquisición de una lengua, especialmente para los estudiantes de inglés como lengua extranjera, aunque sigue siendo un desafío. Este estudio exploró cómo el aprendizaje colaborativo puede facilitar el desarrollo de las habilidades orales en estudiantes de inglés de nivel intermedio e identificó los factores que obstaculizan su desarrollo comunicativo. Los participantes fueron 116 estudiantes de cuarto nivel de inglés (60 mujeres y 56 hombres) de una universidad pública mexicana. El estudio utilizó un enfoque mixto, con una encuesta y una entrevista.

Se aplicaron seis actividades de aprendizaje colaborativo para fomentar la producción oral espontánea y la interacción en un ambiente de apoyo y mínimo estrés. Los resultados indicaron que el aprendizaje colaborativo facilita la producción oral, proporcionando beneficios cognitivos, psicológicos y sociales. Los estudiantes percibieron el aprendizaje colaborativo como una estrategia eficaz para facilitar la adquisición de vocabulario, mejorar la pronunciación y la fluidez y mejorar la comprensión auditiva. Los beneficios psicológicos fueron el aumento de la autoconfianza y la reducción de la ansiedad, mientras que los beneficios sociales incluyeron mejor interacción entre compañeros y un mayor sentido de pertenencia. Sin embargo, se identificaron desafíos lingüísticos, como vocabulario limitado y errores de pronunciación y barreras psicológicas, como el miedo al ridículo y la baja autoestima. Por lo tanto, las implicaciones del estudio sugieren que incorporar actividades de aprendizaje colaborativo en las aulas de EFL podría mejorar las habilidades comunicativas y erradicar barreras lingüísticas y psicológicas, conduciendo a entornos de aprendizaje más efectivos.

Palabras clave: aprendizaje colaborativo, habilidades orales, estudiantes universitarios, inglés como lengua extranjera.

1. Introduction

Many cultural aspects of a community, such as the formation of social groups, customs, beliefs, and traditions, are closely linked to language. In this regard, speaking proficiency is essential in language acquisition, particularly for individuals learning English as a second or foreign language (ESL/EFL), who often aim to achieve fluency in the target language (Malik et al., 2021). As Özdemir et al. (2021) emphasize, the development of oral skills is crucial for preparing learners to interact effectively with speakers of different languages and cultures, which, in turn, allows them to become global citizens. This development supports the acquisition of the

necessary knowledge, competencies, and attitudes (Özdemir et al., 2021). Furthermore, speaking plays a fundamental role in language learning, as it is the primary means for students to communicate their needs, desires, ideas, and opinions with others (Güneş & Sarigöz, 2021). For this reason, speaking is often regarded as one of the most significant language skills and "the gateway to language mastery" (Bousbai & Hamdini, 2019, p. 382; Rao, 2019).

On the other hand, although EFL learners' main goal is to attain proficiency in the target language and become fluent speakers (Malik et al., 2021), educators often consider speaking to be one of the most challenging skills to teach and for students to learn (Alrasheedi, 2020; Amoah & Yeboah, 2021; Rayati et al., 2022). This difficulty is heightened when teaching English in non-English-speaking countries (Al-Sobhi & Preece, 2018). Moreover, multiple factors within the learning environment can hinder students' oral production. For example, linguistic, psychological, and sociocultural factors may adversely affect students' emotional well-being, impeding their development of communicative competencies (Alrasheedi, 2020), and may also lead to feelings of anxiety, apprehension, nervousness, and fear when speaking English (Tekir, 2021).

Speaking, as one of the most essential skills, may be negatively impacted by students' negative attitudes and beliefs toward foreign language learning; which hinders the development of their linguistic competencies (Güneş & Sarigöz, 2021). Besides, the teaching methodology used by some teachers who deliver their classes with a sole focus on completing the curriculum within a set timeframe may not prioritize students' overall growth. These teachers limit students' opportunities to demonstrate their language skills in class, as they are satisfied if students act as passive receivers and stay in a comfort zone (Fernandez-Dobao, 2020). Purba (2021) points out that when a teacher-centered approach is implemented, students tend to adopt passive roles, which hinders interaction in the target language. Some of the problems derived from administering

these approaches are linguistic and non-linguistic, and they hamper the interaction between teachers and students in the target language. For instance, students who do not feel comfortable avoid speaking and show indifference to communicating with their teacher and peers in the target language (Purba, 2021). The passive role that students often play in these types of approaches can lead to a lack of motivation and disinterest (Agustina, 2022). Another problem observed in the language classroom is students' reluctance to speak, which stems from difficulties in articulating their thoughts, anxiety, and embarrassment, among other factors. This reluctance often leads students to avoid participating in interactive oral activities, which hinders language learning and reduces the effectiveness of teaching (Giantari et al., 2023).

In Mexico, students' linguistic skills in English as a foreign language are not promising. According to the EF English Proficiency Index (EF EPI) in 2023, Mexico ranked 89th out of 113 countries, positioning itself in the Low proficiency range (EF EPI, 2023). Similarly, in a study conducted by Pérez and Sanaphre (2022) on the intelligibility issues encountered by EFL Mexican university students, they declared that opportunities for oral practice and interactive exercises in language classrooms are often limited. This scarcity derives from various factors, such as teaching large groups in small spaces, where pairing students or forming small groups proves both challenging and time-consuming. Additionally, educational institutions frequently face shortages in material and technological resources, which makes it difficult for teachers to provide students with a diverse range of instructional materials. In another study, Méndez and Bautista (2017) examined the motivational and demotivational factors affecting Mexican university students with low emotional intelligence during speaking activities. Through a qualitative study involving 20 participants (10 men and 10 women), the authors discovered that EFL students often experience significant anxiety driven by fear of ridicule and criticism from their peers, which leads to feelings of incompetence, frustration, and insecurity. This emotional distress negatively

impacts their speaking performance, further demotivating them. In a related study, Stock (2019) investigated the emotions emerging during the development of speaking skills among upper-intermediate Mexican EFL students. The findings indicated that students' emotions, whether positive or negative (e.g., nervousness, excitement, enjoyment, or frustration), are influenced by the context of communication, such as whether they speak with authority figures or peers, in small or large groups, or in different settings like the classroom or outdoors.

At a local level, it has been observed that EFL students often experience anxiety, a lack of self-confidence, shyness, and a tendency to remain silent when expected to speak in English. In response to these challenges, research has identified collaborative learning as an effective approach that helps EFL students overcome speaking difficulties, as it enables them to interact meaningfully with peers, support one another, reduce speaking anxiety, and use the target language actively in collaborative contexts (Rai, 2024; Ley Leyva et al., 2025). Therefore, the present study aims to explore intermediate-level EFL students' perceptions of collaborative learning as a means to enhance their speaking skills at the tertiary level. Additionally, it seeks to identify barriers that may delay EFL students' development of oral communication skills, regardless of the learning approach implemented, in order to offer insights into both the potential of collaborative learning and the key challenges educators must address.

The research questions that guide this study are:

1. In what ways does collaborative learning facilitate the development of intermediate-level EFL students' speaking skills?

2. What factors hinder the development of speaking skills in intermediate-level EFL students, irrespective of the learning method?

2. Literature review

2.1 The Importance of Speaking Skills

The primary objective for ESL/EFL students is to acquire the four essential language skills: listening, speaking, reading, and writing. However, Dilnoza (2021) said that "…the soul of language learning lies in speaking skills" (p. 116). Effective communication is crucial in achieving success in various interconnected areas of the globalized world. In this sense, communication depends on language use; hence, a deficiency in speaking skills hampers students' ability to engage in meaningful exchanges (Rao, 2019). This dominance is also underscored by the impact of globalization, with the English language present in numerous fields, including education, the digital landscape, scientific inquiry, engineering, and medicine, where approximately 85% of research is published in English (Rao, 2019). In this environment, university students should work hard to develop confidence in their communicative abilities in order to succeed professionally and academically (Khan, 2015). The demands of modern society emphasize the need for interpersonal skills among students and the critical role of English teachers in guiding learners to enhance their speaking competencies (Zannrni, 2022). Moreover, Dilnoza (2021) reinforces this idea by suggesting that teachers "… have to give importance to speaking skills in classrooms and encourage the learners to communicate in English not only in the classrooms but also in social life as far as ELT is concerned" (p.118).

One of the reasons why teachers should implement speaking activities in the classroom (e.g., role-plays, discussions, problem-solving) is rehearsal (Harmer, 2007). It involves students participating in a free conversation using what they have learned in the classroom. For instance, in a role-play about shopping, they can use the vocabulary learned in the activity and then use it in real-life settings. When students rehearse constantly, they understand how to use a foreign language feels. Another reason is that speaking

activities can be a source for teachers to give feedback to their students, as they can analyze how students are doing and what language issues they face when speaking and apply their previous knowledge during interventions. These activities can lead to confidence and satisfaction with the professor's guidance. In addition, speaking activities motivate learners. Harmer (2007) mentions that speaking activities increase learners' engagement when they actively participate and receive valuable feedback from the teacher, leading to feelings of satisfaction.

2.2 Theoretical foundation of collaborative learning

Collaborative learning (CL) finds its roots in the Communication Approach, also called Communicative Language Teaching (CLT). CLT emphasizes the functional and structural elements of the language. It fosters students' oral communication through problem-solving tasks, usually conducted in pairs or groups (Littlewood, 1981). CLT seeks that language is acquired by using it "… so that [language learning] it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself" (Howatt, 1984, p. 279). In this regard, it is a learner-centered approach in which contextual communicative practice is central for students to develop communicative competence (Hymes, 1972). Therefore, the curriculum based on the principles of CLT contains a variety of interactive speaking activities.

Some of the main characteristics of CLT are: a) it emphasizes meaning over form; b) interactions involve the use of communicative functions; c) no memorization is required; d) learning the language is seen as learning to communicate; e) intelligible pronunciation is expected; f) communication takes place since the early stages of language learning; g) students are continuously exposed to the target language; h) the development of communicative competence is paramount; I) teachers scaffold students to encourage them to use the language; j) the acquisition

of fluency is desired; k) grammar errors are seen as part of the learning process; l) the vocabulary used by students emerges naturally depending on the context, and m) the content of the message per se intrinsically motivates students (Finocchiaro and Brumfit, 1983, as cited in Richards and Rodgers, 200, Pp. 156-157). As a learning theory, the communicative approach considers the practice an essential element for developing communicative skills. Its principles support the use of authentic communicative materials to promote language acquisition. Such activities must be interactive tasks that students find meaningful and attractive enough to engage them in the use of language (Richards and Rodgers, 2001).

The present study is framed within the Task-based Language Teaching (TBLT) method, a solid version of the Communicative Approach. In TBLT, students use authentic language as a vehicle to participate in problem-solving activities with clear objectives and outcomes. In so doing, they acquire the vocabulary and structures to complete specific tasks. In this experience-based method, students are actively involved in their own learning through meaningful activities that foster collaboration, peer interaction, and mutual support (Larsen-Freeman & Martin, 2011).

2.3 Collaborative Learning

Collaborative learning is an educational approach that involves groups of students working together to solve problems, complete tasks, or produce a product (Srinivas, 2011). Also, CL is considered a philosophy where students take responsibility for their actions while valuing the contributions of their peers (Laal & Ghodsi, 2012). According to Smith and MacGregor (1992), CL is an umbrella term encompassing various teaching methods that foster interaction among students, between students and teachers, and with content during the learning process. In a CL environment, students are encouraged to engage socially and emotionally by listening to different opinions, articulating their own thoughts, and negotiating to defend their ideas (Laal & Laal, 2012). This approach is student-

centered, with the teacher acting as a facilitator who supports students' learning, helps them construct meaning, and encourages the exchange of ideas to promote communication, motivation, and collaboration (Abulhassan & Hamid, 2021). In this context, CL strategies can help students interact in structured ways, understand and respect their differences, and collaboratively build knowledge (Johnson & Johnson, 1985; Puntambekar, 2006).

3. Methodology

3.1 Research design

The study employed a mixed-methods approach, integrating quantitative research with its numeric results and the in-depth contextual insights provided by qualitative research (Hernández et al., 2014). To facilitate the development of students' speaking skills, an intervention plan comprising six collaborative learning activities based on the principles of TBLT was implemented from June 5 to June 28, 2023, in five classrooms. With the course teachers' consent, the researchers scheduled the sessions within existing class times and conducted the activities. Although the teachers provided access to the classroom and students, they remained passive observers. One researcher was responsible for applying the activities in each classroom. The researcher introduced the activities by asking questions, explaining their objectives, presenting vocabulary related to the topic, and providing models of the tasks. The activities required students to collaborate in small groups or pairs, fostering positive interaction as all members contributed ideas or took on specific roles to accomplish the tasks. They incorporated relevant vocabulary related to the topic and, when applicable, a handout providing additional guidance, along with varied supporting materials such as flashcards or paper strips. Students participated actively by sharing vocabulary, clarifying meanings, and offering feedback to one another. Interaction was crucial as students negotiated meaning, made decisions, and resolved differences

through English. The researcher acted as a facilitator, moving around the classroom to offer language support, while observing the activities and providing feedback at the end of each task, ensuring that students reached the shared communicative goal.

Following the intervention, all students completed a survey, and eleven were selected for further interviews to gather additional insights. As an example, Activity 1 is presented below, and Activities 2–6 are provided in Appendix 3. In the following description, "the teacher" refers to the researcher who implemented the tasks, used for convenience in line with standard classroom activity conventions.

Activity 1: There is no hot water!

Objective: Students will collaboratively make and respond to requests in problematic hotel situations using English.	
Activity Format: Trios. **Estimated Time:** 20 minutes. **Skills:** Speaking.	**Useful Vocabulary:** Security: *Personal de seguridad* Technician: *Técnico* Janitor: *Conserje*　　Chamber's maid: *Camarera*　　Guest: *Cliente* Neighbor: *Vecino*

Pre-task (5 minutes)
The teacher asks students about past problematic hotel experiences (e.g., no hot water, noisy neighbors). Students say how the issues were solved and by whom. The teacher introduces key hotel-related vocabulary (e.g., janitor and chambermaid) and uses polite request forms ("Could you…?", "Would you mind…?") through short examples.

Task (10 minutes)
Students are divided into trios. Each group receives a card with a hotel-related problem (e.g., no hot water). Each student adopts a role:
Guest 1 explains the problem.
Guest 2 offers advice and helps find a solution.
Staff member (e.g., janitor or technician) asks clarifying questions and proposes solutions. The guests must decide whether they agree or suggest alternatives to resolve the issue.
Students use the expressions and vocabulary in Handout 1 to collaboratively resolve the situation. The teacher circulates the classroom, assisting students with language-related questions.

Post-task (5 minutes)
All teams prepare a brief oral report on how they resolved the situation within their group. Teams are randomly selected to present their reports, after which the teacher provides general feedback on common language mistakes and pronunciation.

** ** ** **

Handout 1. Activity 1. There is no hot water!

Making Requests:
Can you…?   Could you…?   Would you…?   I'd be (very)

grateful if you could...

I need your/some help with...

Conversation guide:

Guest 1: *(Explains the situation to Guest 2)* We've got a problem; there's no hot water in the room…
Guest 2: *(Reports and explains the situation)* I'd like to report a problem with…
Staff member: What seems to be the problem? Are you ok?

Adapted from Soars, J., Soars, L., & Maris, A. (1986). *Headway: Student's Book. Intermediate* (p. 18). Oxford: Oxford University Press.

Flashcards

The bathroom is not clean

There is no soap in your room

You'd like some pizza in your room

There are no towels in your room

There is no Wi-fi

The lamp doesn't work

You'd like to be woken up at 7:00 in the morning and have breakfast in your room at 7:45

The television doesn't work

You'd like some tea in your room

3.2 Participants

A total of 116 students (60 women and 56 men), comprising the entire population enrolled in English level four at a public university in northern Mexico, participated in the study. Participants' ages ranged from 18 to 30. They were selected because, at this level, students have developed sufficient linguistic proficiency to engage in activities that require oral production.

3.3 Instruments

The instruments used in the study were a survey (see Appendix 1) and a semi-structured interview (see Appendix 2). These methods were selected because the researchers were interested in exploring students' perceptions of working with CL activities and their opinions on how these activities facilitate the development of their speaking skills.

Survey questionnaire

The survey questionnaire from McLeish's (2009) study on students' attitudes toward cooperative learning methods was adapted for this research. Section I gathers information about the participants, including their names, ages, sex, and the majors they are enrolled (Items 1-4). Section II includes Questions 5 and 6, where participants indicate the formats (e.g., pairs, trios) and types of CL activities they have participated in. Section III contains statements regarding students' experiences with collaborative learning activities (Items 7-16), the difficulties they encounter when speaking in English (Items 17-24), their attitudes toward the English language (Items 25-32), and their language learning preferences (Items 33-39).

Pilot test

Exploratory factor analysis was conducted to determine whether the data were suitable for identifying structures. The results show that the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy is 0.840, and Bartlett's Test of Sphericity (χ^2 = 1637.486, df = 276, p <

0.001) is significant (see Table 1).

Table 1. *KMO and Bartlett's test*

Kaiser-Meyer-Olkin measure of sampling adequacy		.840
Bartlett's Test of Sphericity	Aprox. Chi-square	1637.486
	Df	276
	Sig.	.000

The tests were run four times to eliminate variables with lower communalities, such as 22, 23, 26, 28, and 31, as indicated in Table 2. Responses to the open-ended questions included in the survey (Questions 16, 24, 32, and 39) were analyzed qualitatively.

Table 2. *Communalities*

	Initial	Extraction
7 When I work in a team, I achieve more than when I work alone.	.495	.464
8 I voluntarily participate in collaborative learning activities.	.565	.552
9 Collaborative learning improves my attitude towards the English language.	.752	.731
10 Collaborative learning helps me socialize more.	.813	.961
11 Collaborative learning improves working relationships between EFL students.	.793	.717
12 Collaborative learning improves my class participation.	.782	.691
13 Creativity increases in a group environment.	.782	.849

14. Group activities facilitate the EFL learning experience.	.751	.780
15 I prefer to work in pairs or teams than individually.	.527	.595
17 I am usually afraid of making mistakes when speaking.	.525	.488
18 I have trouble expressing myself fluently in English.	.716	.807
19 I do not have enough vocabulary knowledge to speak.	.637	.614
20 My pronunciation is not good enough, which makes it difficult to be understood when I speak English	.620	.571
21 I do not participate in class discussions because I feel anxious about expressing myself in English.	.471	.413
25 I think that learning to speak English is fun.	.475	.425
27 I am shy to speak in English.	.466	.434
29 I like the culture of people from English-speaking countries.	.489	.381
30 I am interested in learning to speak as a native speaker.	.519	.401
33 My goal is to learn to speak English like a native speaker.	.591	.481
34 My teacher is the correct model to follow to learn how to speak English.	.466	.428
35 Online information provides additional practice to improve speaking skills.	.623	.525
36 Speaking should be taught along with other skills such as reading, listening, and writing.	.597	.617

37 I would like teachers and students to speak more in English in class.	.612	.560
38 I like to use internet applications to practice speaking in English.	.520	.462
Extraction method: maximum likelihood.		

Semi-structured interview

The study utilized a semi-structured interview with seven open-ended questions to gather students' perceptions of collaborative learning's influence to develop oral production skills. An adapted questionnaire from Agustina (2022) was employed. Questions 1 and 2 examine participants' past and present experiences with collaborative learning, providing insight into their learning context. Questions 3 to 6 address students' opinions regarding how collaborative learning supports their English language learning. Finally, Question 7 identifies the challenges students encounter when speaking English.

Reliability and validity of the instruments

Survey reliability was assessed using Cronbach's alpha with SPSS V25, which yielded an alpha value of 0.856 and indicated acceptable reliability. For validity, a panel consisting of an Applied Linguistics doctor and an English teacher suggested minor revisions, such as removing the question about the semester of enrollment. Regarding the interview questionnaire, the reviewers only recommended that Question 4 be moved to the last position, as it collected relevant information on the barriers students encounter in communicative situations.

3.4 Data Collection Process

After the implementation of the six CL activities, the researchers visited the five classrooms, with one researcher present in each, to

administer a survey on classroom desktop computers. They explained the purpose of the study and the format of the questionnaire. The survey was administered entirely in Spanish to ensure that all students could understand the items without difficulty. However, the researchers felt it was crucial to clarify the concept of collaborative learning, as it was a key term for the study. They believed that the remaining items on the questionnaire were completely clear in Spanish. The survey was completed via Google Forms on June 29 and 30, 2023, resulting in 116 responses. Each student took approximately eight minutes to complete it.

Before answering the survey, students in each classroom were invited to participate in a follow-up interview. A total of eleven students who voluntarily agreed were interviewed individually in the researchers' offices. The researchers informed the interviewees that the information they provided would remain confidential and would be used solely for the study. They then read a consent form to each participant, explained the details of the process, and obtained their signatures. The interviews were recorded to facilitate later transcription and analysis. Conducted on June 29 and 30, 2023, each interview lasted approximately ten minutes. To ensure the reliability of the information, the interviews were conducted in Spanish and later transcribed and translated into English by the researchers.

3.5 Data Analysis Procedures

Quantitative data analysis employed descriptive statistics to outline characteristics such as frequency and percentage using SPSS V25 software. For qualitative data, the researchers conducted thorough reviews and transcribed the interviews, translating them into English. An English teacher and professor validated the accuracy of the texts in both languages. Using inductive analysis with MAXQDA 2022 (qualitative data analysis software), the researchers identified significant units of meaning, which were then clustered into categories. After multiple reviews, two main themes emerged: (a) the benefits of collaborative learning for facilitating speaking skills,

and (b) the barriers EFL students face when speaking English. These themes complemented the quantitative data. To ensure participants' anonymity, pseudonyms such as Student #1 through Student #11 were used.

4. Results

Concerning the types of CL activities students have participated in during their English classes, the survey revealed they are pairs (43.96%), small groups of four or five members (38.79%), trios (12.08%), and larger groups of six or more students (5.17%). However, in the interviews, when they discussed CL activities designed to develop speaking skills, some students mentioned that their teachers implemented very few communicative tasks. For instance, one student said, "The teacher only organized speaking activities once a week" (Student 1). Another student mentioned, "We participate in one speaking activity, perhaps, every two weeks" (Student 5), while others declared that their teachers had never assigned teamwork for speaking practice (Students 4 and 10). Conversely, students 2 and 3 commented that their teachers often incorporated CL activities in class to promote oral production. Student 2 reported that she had created and presented a monologue in front of the class, and Student 3 said she had recorded a short podcast. This information suggests that the development of oral skills heavily depends on how teachers guide and encourage their students to engage in speaking activities.

The findings of the study on students' experiences with CL activities indicate that they recognize the benefits of CL in language learning. Out of the 116 participants, more than 50% agreed or totally agreed with statements such as: CL improves my class participation (83.6%) and CL improves working relationships between students (83.6%). This was closely followed by responses as: creativity increases in a group environment (82.8%); CL helps me socialize more (81.9%); group activities facilitate the EFL learning experience (78.4%); CL improves my attitude towards the English language (74.1%); I voluntarily participate in CL activities (60.3%); and when I

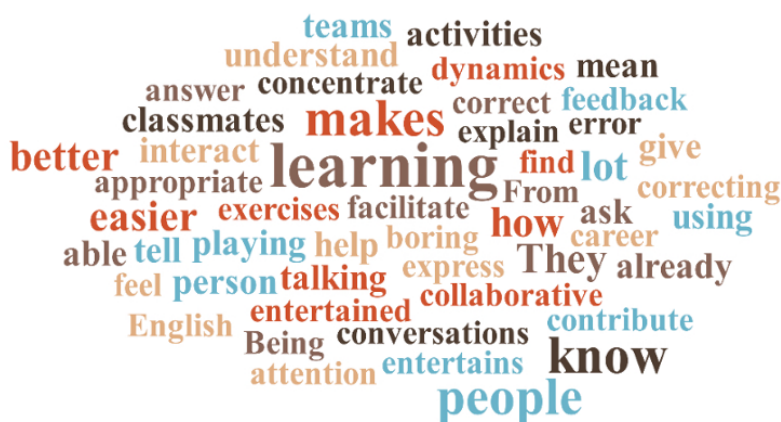work in a team, I achieve more than when I work alone (53.4%) (see Table 3).

Table 3. *EFL Students' Experiences with Collaborative Learning Activities*

Statements	A f (%)	TA f (%)	Total f (%)
Collaborative learning improves class participation.	25 (21.6)	72 (62.0)	97 (83.6)
Collaborative learning improves working relationships between EFL students.	27(23.3)	70 (60.3)	97 (83.6)
Creativity increases in a group environment.	25 (21.6)	71 (61.2)	96 (82.8)
Collaborative learning helps me socialize more.	28 (24.1)	67 (57.8)	95 (81.9)
Group activities facilitate the EFL learning experience.	35 (30.1)	56 (48.3)	91 (78.4)
Collaborative learning improves my attitude towards the English language.	26 (22.4)	60 (51.7)	86 (74.1)
I voluntarily participate in collaborative learning activities.	20 (17.2)	50 (43.1)	70 (60.3)
When I work in a team, I achieve more than when I work alone.	26 (22.4)	36 (31.0)	62 (53.4)

The information gathered from interviews regarding students' experiences with CL activities confirmed and expanded the survey responses. Most students believe that interaction is crucial for the development of speaking skills. They reported that collaborating with their peers improved their fluency, proficiency, and ability to express their ideas clearly. Additionally, they stated that giving and receiving feedback, as well as constructive criticism from one another during these activities, was particularly effective. For example, a student said,

> [CL] makes it learn much easier because some classmates know more than me, so they help me. They tell me how to pronounce a word and help me with grammar errors. I can help other students with what I know too. (Student #4)

Participants commented that interactive activities increased their self-confidence. Student 8 explained how rewarding it was to realize her peers understood her, which enhanced her confidence. She emphasized that these activities created a safe environment where she could make mistakes, reduce fears, and feel more at ease.

The qualitative analysis conducted using MAXQDA 2022 allowed the researcher to group the most frequently mentioned words in the participants' comments. Terms such as learning, knowledge, understanding, feedback, and easier reflect that students perceive collaborative learning as an effective strategy to improve their English skills (see Figure 2).

Fig. 2. *Word cloud. Benefits of Collaborative Learning*

Regarding the difficulties students face when speaking in English, the data revealed that over 50% of students encounter significant challenges, with the most common issues being a lack of fluency (60.3%), poor pronunciation (53.4%), and limited vocabulary (50.9%). Emotional factors also significantly affect students' speaking development, as 56% fear making mistakes, and 46.5% reported that anxiety restricts their participation in class discussions (see Table 4).

Table 4. *Difficulties Students Encounter when Speaking in English*

Statements	A f (%)	TA f (%)	Total f (%)
I have trouble expressing myself fluently in English.	29 (25.0)	41 (35.3)	70 (60.3)
I am usually afraid of making mistakes when speaking.	32 (27.6)	33 (28.4)	65 (56.0)
My English pronunciation is not good	30	32	62
I do not have enough vocabulary	29	30	59
I feel anxious about expressing myself in English.	28 (24.1)	26 (22.4)	54 (46.5)

The students' comments during the interviews supported their survey responses, highlighting their primary concerns regarding linguistic aspects: lack of fluency, limited vocabulary, and incorrect pronunciation when speaking. Specifically, regarding pronunciation, one student said:

> ... sometimes it is my pronunciation ... but sometimes the words don't sound like I think, or a letter is silent. Sometimes the pronunciation is different for the use of contractions and, the truth, I get nervous, there are many contracted words that I don't understand. (Student 7)

Many participants expressed frustration with their English fluency and vocabulary. Student 10 commented that it takes her a long time to articulate her thoughts, which leads to anxiety about her fluency. Another student said, "I've taken several courses, but sometimes I can't remember vocabulary outside the lessons... and I feel insecure and desperate" (Student 11). The interviews highlighted emotional challenges students face while speaking English, such as anxiety, embarrassment, and fear. Figure 2 shows a word cloud of terms students frequently used to describe their linguistic and emotional struggles.

Fig. 3. *Difficulties faced by students when speaking English*
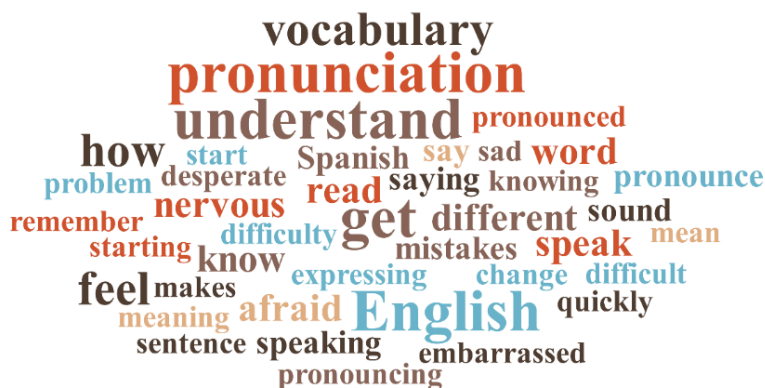
The study discovered that, while more than half of the students (52.5%) reported that they felt too shy to speak in English, the majority held positive attitudes toward the language. Specifically, 80.1% believe that learning to speak English is enjoyable, 75.9% showed interest in speaking like a native speaker, and 58.6% valued the culture of English-speaking countries (see Table 5).

Table 5. *Students' Attitudes toward the English Language*

Statements	A f (%)	TA f (%)	Total f (%)
I think that learning to speak English is fun.	41 (35.3)	52 (44.8)	93 (80.1)
I would like to speak as a native speaker.	14 (12.1)	74 (63.8)	88 (75.9)
I like the culture of people from English-	26 (22.4)	42 (36.2)	68 (58.6)
I am too shy to speak in English.	28 (24.1)	33 (28.4)	61 (52.5)

The students' attitudes toward the English language reflected their opinions in the interviews. The majority stated that the collaborative learning interaction promotes language learning more effectively and enjoyable. Additionally, they noted that feelings of nervousness and anxiety diminished when they felt supported by peer feedback. One student said it was rewarding to

assist other students by pointing out errors in their pronunciation or vocabulary. Furthermore, she expressed gratitude when another student corrected her mistakes (Student #4). Another aspect that emerged from the data is that teachers' styles can positively or negatively influence students' attitudes toward learning English. In this regard, a student said, "I think it varies with the teachers' personalities and teaching styles. Last semester, one teacher elaborated on topics repeatedly, but this semester, my current teacher only explains once and assigns many exercises for us to do by ourselves" (Student #7). It is important to highlight that, in some groups, when the course teacher spontaneously encouraged students' participation although that was not part of the protocol, their engagement increased. In contrast, in groups where the teacher remained a silent observer, students' participation was lower, with some staying quiet and disengaged.

Regarding the students' learning preferences, the study found that most students (80.2%) believe speaking should be taught alongside other skills. Most participants view their teacher as a key model for learning to speak English (77.6%) and aspire to speak like native speakers (76.7%). Additionally, 65.5% reported that online resources support their speaking practice, while 63.8% enjoy using apps for this purpose. Perhaps for these reasons, 65.5% expressed a desire for more English conversation in the classroom (see Table 6).

Table 6. *EFL Students' Language Learning Preferences*

Statements	A f (%)	TA f (%)	Total f (%)
Speaking should be taught along with other skills such as reading, listening, and writing.	29 (25.0)	64 (55.2)	93 (80.2)
My teacher is the correct model to follow to learn to speak English.	24 (20.7)	66 (56.9)	90 (77.6)
My goal is to speak English as a native speaker.	33 (28.4)	56 (48.3)	89 (76.7)
Online information provides additional practice to improve speaking skills.	32 (27.6)	44 (37.9)	76 5.5)
I would like teachers and students to speak more in English in class.	29 (25.0)	47 (40.5)	76 (65.5)

I like to use internet applications to practice speaking.	25 (21.6)	49 (42.2)	74 (63.8)

Students' language learning preferences align with their personal goals to learn English learning. The interviews revealed that most participants view strong English skills as crucial for job opportunities, travel, and communication with native speakers. All interviewees expressed love for learning English, meeting people from different cultures, and interacting internationally using English as a lingua franca. They also considered fluency as an essential subskill for work.

5. Discussion and Conclusion

In the present study, students took part in attractive and communicative activities designed to foster interaction in the target language. The findings indicated that most students had a positive attitude toward learning English and expressed satisfaction in helping their peers with vocabulary and pronunciation during these collaborative exercises. To respond to research question #1, which addressed how collaborative learning facilitates the development of intermediate-level EFL students' speaking skills, it is necessary to highlight the benefits EFL students perceive in their language learning process. Although the study discovered that CL activities specifically designed to develop speaking skills are scarce in the intermediate-level classroom, students' participation in six group activities raised their awareness of the benefits CL offers to language learning. By the same token, research studies have provided evidence that the implementation of CL strategies enhances students' oral production, reduces psychological barriers experienced when speaking a foreign language, and promotes the development of soft skills, among other advantages (e.g., Agustina, 2022; Abulhassan and Hamid 2021; Sembiring and Dewi, 2023).

The study found that collaborative learning offers numerous benefits for improving EFL students' speaking skills, which can be categorized into cognitive, psychological, and social aspects. These benefits facilitate more effective language acquisition and communication in English. Regarding cognitive benefits, consistent with Agustina's (2022) and Rai's (2024) findings, this investigation demonstrated that peer support helps overcome limitations in vocabulary and pronunciation, leads to more meaningful conversations, and enhances problem-solving skills. This support also enhances critical thinking and promotes deeper understanding through the exchange of ideas and responses to others' perspectives. Additionally, similar to the conclusions drawn by Abulhassan and Hamid (2021), CL proved to be useful for the improvement of listening skills, which are essential in the communication process. Through CL activities, students became part of a learning community where they assumed specific roles and developed their language-learning abilities, as reported in Babiker's (2018) research. This sense of community is probably why students highly valued their peers' constructive feedback and expressed gratitude for the opportunity to correct their mistakes. Such an environment fostered mutual support, allowing conversational exchanges to continue seamlessly, which aligns with the findings of Chen and Lin (2021) and Sembiring and Dewi (2022).

Concerning the psychological and social benefits of CL perceived by EFL students, the current findings are consistent with those reported in previous studies, which demonstrate that CL tasks encourage student participation. Students reported that they felt comfortable and enjoyed teamwork, which contributed to more engaging classes and prevented monotony (Agustina, 2022; Vega-Abarzúa et al., 2022; Abulhassan and Hamid, 2021; Badr, 2020; Rao, 2019). Additionally, continuous exposure to the target language and frequent peer interactions appear to strengthen EFL students' social relationships. These interactions helped them overcome fears and anxieties while boosting their self-confidence, knowledge, sense of responsibility, and belonging, which is consistent with the findings

of Ley Leyva et al. (2025). Consequently, students expressed greater satisfaction with their ability to communicate effectively in English and build meaningful social relationships, which are crucial for securing good jobs, traveling, and engaging with native speakers in the short and long term.

The analysis of research question #2, on factors that delay the development of intermediate-level EFL students' communicative abilities, indicated that linguistic and psychological factors are primary contributors, as they significantly affect students' communicative development. Students' limited vocabulary, pronunciation issues, difficulties with turn-taking, and time pressure adversely affect their fluency and accuracy. These linguistic difficulties may trigger psychological consequences such as fear of making mistakes, low self-confidence, embarrassment, and anxiety. These findings align with Malik et al. (2021) and Güneş and Sarigöz (2021), who assert that psychological factors often stem from students' self-perceptions of their cognitive processes and linguistic challenges, such as vocabulary, grammar, and unfamiliar topics. Furthermore, Malik et al. (2021) determined that psychological and affective factors, such as anxiety, introverted personality traits, low self-esteem, lack of confidence, pre-university language experience, time pressure, and fear of negative evaluation, among others, contribute to students' anxiety when speaking in English.

In this study, an example of students' linguistic challenges is that, despite being at the intermediate level, they struggled to understand constructions such as we're or he's in spoken language. This difficulty delayed their ability to follow conversations confidently and created considerable pressure. Moreover, students' pronunciation issues hindered both their comprehension and their ability to be understood by peers, often causing embarrassment and stress. This finding is consistent with Rao (2019), who argues that listening requires understanding the speaker's accent, pronunciation, grammar, and vocabulary to comprehend the meaning. Rao states that effective communication heavily relies on listening skills, which makes the development of these skills

essential for students, as listening is used more frequently than any other language skill. Additionally, students' frequent reliance on *Google Translate* to translate from Spanish to English and vice versa before speaking or writing indicated a lack of confidence in their linguistic abilities. Consequently, the study establishes that linguistic and psychological factors can create a vicious circle where students may avoid participation for fear of failure, which underscores the importance of using CL activities as a powerful strategy to dismantle these barriers. In this context, the teacher's role as a facilitator of collaborative learning tasks to enhance students' oral production is crucial; without it, the development of speaking skills could remain neglected.

In conclusion, the study determined that intermediate-level EFL students have positive attitudes toward learning English. They recognize the benefits of speaking the language at personal, educational, and professional levels, such as obtaining well-paid jobs, traveling, and meeting people from diverse cultures, and expressed a desire to speak English fluently, comparable to native speakers. Teachers' styles and personalities are crucial components in the teaching and learning processes, particularly for the development of students' oral skills. Collaborative learning, as a strategy for improving speaking abilities, provides cognitive, psychological, and social benefits, aiding students in their efforts to communicate effectively in English.

The study identified several factors that hamper the development of communicative abilities in intermediate EFL students, stemming from both linguistic and psychological challenges. Students often struggle with limited vocabulary, pronunciation errors, issues with intelligibility, turn-taking difficulties, and time pressure, all of which negatively affect their fluency and accuracy. These challenges can lead to a fear of making mistakes, a lack of self-confidence, embarrassment, nervousness, desperation, and anxiety, creating a vicious cycle that may cause students to shy away from interactive speaking activities.

The present study underscores the necessity of training EFL teachers in the Communicative Approach, specifically within the Task-based Language Teaching method. By equipping them with collaborative learning techniques, teachers can more effectively facilitate the development of students' speaking skills.

5.1 Limitations of the study

The current research is a case study and has certain limitations. Firstly, it was conducted with B1 (intermediate) students, who, according to the CEFR B1 Overall Production descriptor, "can reasonably fluently sustain a straightforward description of one of a variety of subjects within their field of interest, presenting it as a linear sequence of points" (Council of Europe, 2020, p. 62); therefore, further research is recommended involving students with varying proficiency levels. Secondly, the study did not include any quantitative calculations to numerically demonstrate improvements in the students' speaking skills; hence, a comparative investigation on this matter would be advisable. Nevertheless, the study provided valuable insights into the use of collaborative learning as a strategy to facilitate the development of EFL students' speaking skills. It also highlighted their preferences, needs, and the challenges they encounter in the development of speaking abilities in the target language. Consequently, the information presented in this study may be beneficial to other researchers who work in similar contexts.

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APPENDICES

Appendix 1. EFL Students' Questionnaire

This research investigates your perceptions of collaborative learning to facilitate the development of speaking skills. The information you provide will be confidential and used only for this study. Thank you.

SECTION I: Biographical information

1. Name:_____

2. Age:
    □ 18-20   □ 21 – 25   □ 26 – 30   □ 31 – 35   □ + 35

3. Sex:
    □ Male___
    □ Female___

4. Major enrolled _____

SECTION II: Collaborative learning in the English class.

5. In which types of collaborative activities have you participated?
□ Pairs
□ Trios
□ Small groups (4 to 5 students)
□ Large groups (> to 6 students)

6. In which collaborative activities have you participated in your English classes?

_____

SECTION III. Please indicate your level of agreement or disagreement with the following statements.

Totally Disagree (TD) = 1, Disagree (D) = 2, Neutral (N) = 3, Agree (A) = 4, Totally Agree (TA) = 5.

EFL Students' Experiences with Collaborative Learning Activities					
Statements	TD	D	N	A	TA
7. When I work in a team, I achieve more than when I work alone.					
8. I voluntarily participate in collaborative learning activities.					
9. Collaborative learning improves my attitude towards the English language.					
10. Collaborative learning helps me socialize more.					
11. Collaborative learning improves working relationships between EFL students.					
12. Collaborative learning improves class participation.					
13. Creativity increases in a group environment.					
14. Group activities facilitate the EFL learning experience.					
15. I prefer working in pairs or teams to working alone.					
16. How often does your teacher apply collaborative activities?					
Difficulties students encounter when speaking in English					
Statements	TD	D	N	A	TA
17. I am usually afraid of making mistakes when I speak English.					
18. I have trouble expressing myself fluently in English.					
19. I do not have enough vocabulary knowledge to speak.					
20. My English pronunciation is not good enough.					
21. I feel anxious about expressing myself in English.					
22. Speaking activities are generally neglected in classroom activities.					
23. There is not enough space in the classroom for speaking activities.					
24. Any other?					

Students' perceptions of the English language					
Statements	TD	D	N	A	TA
25. I think that learning to speak English is fun.					
26. I think English is boring.					
27. I am too shy to speak in English.					
28. I don't worry about my speaking errors.					
29. I like the culture of people from English-speaking countries.					
30. I would like to speak as a native speaker.					
31. I like to talk with friends in English outside the classroom.					
32. Any other?					

EFL students' learning preferences					
Statements	TD	D	N	A	TA
33. I like to use internet applications to practice speaking.					
34. My teacher is the correct model to follow to learn to speak English.					
35. Online information provides additional practice to improve speaking skills.					
36. Speaking should be taught along with other skills such as reading, listening, and writing.					
37. I would like teachers and students to speak more in English in class.					
38. My goal is to speak English as a native speaker.					
39. Any other?					

Appendix 2. Interview Question Guide

1. Have you ever participated in collaborative learning activities in your English classes? If yes, what type of activities?

2. Does your current teacher use collaborative activities in the classroom? If yes, how often?

3. After having participated in six CL activities, in what ways do you believe collaborative learning facilitates your English learning?

4. How do you feel when you speak in English with other students?

5. Do you like learning English?

6. What is your objective of learning the English language?

7. What problems do you face when speaking English?

Appendix 3. Activities 2 to 6.

Activity 2: Discussing Stereotypes about Spanish-Speaking Countries		
Objective: Students will collaboratively discuss stereotypes related to Spanish-speaking countries, using expressions to agree and disagree in English.		
Format: Small groups. **Estimated Time:** 25 minutes. **Skills:** Speaking.	**Useful Vocabulary:** Hardworking: *Trabajador* Hospitable: *Hospitalario* Rude: *Grosero*	Lazy: *Flojo* Foreigners: *Extranjeros* Kind: *Amable*

Pre-task (5 minutes)

The teacher introduces vocabulary for expressing opinions and agreeing or disagreeing, such as *"I think that…,"* *"I agree with…,"* and *"I'm not sure about that."* The teacher then asks *What stereotypes do you know about people from Spanish-speaking countries? Do you agree or disagree with them?* Students respond orally.

Task (12 minutes)

Students are divided into teams of three to four. Each group randomly picks a flashcard with a Spanish-speaking country on it, which shows a common stereotype on the back. The teacher hands out Handout 2, containing useful vocabulary and a discussion guide. Students discuss the positive and negative sides of the stereotype, taking turns with their peers. The teacher walks around the classroom, offering support with vocabulary and pronunciation.

Post-task (8 minutes)

Groups identify one or two main points from their discussion to share with the class. Groups are randomly selected to present their findings. The teacher provides feedback on language use and pronunciation.

** ** ** **

Handout 2. Discussing Stereotypes about Spanish-Speaking Countries

Giving opinions:
I (really) think that…
In my opinion…
My opinion is…

Agreeing:
Me too!
I totally/Yes agree!
I see exactly what you mean!

Disagreeing…
I don't agree!
I totally disagree!
I'm not sure about that.

Discussion guide:
What are the positive and negative aspects of stereotypes about people from your country? Why? Are they fair?

These words may help you:
Hardworking/lazy
Hospitable/unfriendly to foreigners

Talkative/reserved
Polite/rude

Like food and drink (too much)
Sociable   Honest

_____

Adapted from Soars, J., Soars, L., & Maris, A. (1986). *Headway: Student's Book. Intermediate* (p. 22). Oxford University Press.

Flashcards

Activity 3: Rotating Apology Chain	
Objective: Students will repeatedly practice making requests and giving apologies in English, collaborating to maintain a natural conversation.	
Format: Pairs. **Estimated Time:** 25 minutes **Skills:** Speaking.	**Useful Vocabulary:** Bark: *Ladrar*　　Noise: *Ruido*　　Park: *Estacionar*　　Hit: *Golpear* Meeting: *Reunión*　　Pick it up: *Recoger*　　Throw: *Lanzar*

Pre-task (5 minutes)
The teacher introduces apologizing vocabulary and models a brief example.
Then, she asks, "*Have you ever had to apologize for something? How did you do it?*" Students respond individually. Afterwards, the teacher gives out Handout 3, which contains useful expressions for apologizing and a conversation guide. Students briefly review the expressions.

Task (15 minutes)
Students sit in two circles, one inside the other, facing each other (or in two rows). Each student receives a paper stripe with a situation requiring an apology.
Student A makes a polite request; Student B apologizes using target expressions. Students are encouraged to extend the conversation to promote natural speaking.
After each exchange, the teacher signals students to rotate: Student A moves to the right, Student B moves to the left to form new pairs. The teacher monitors the classroom, providing language support while managing time and rotations.

Post-task (5 minutes)
Groups share useful expressions or interesting situations. The teacher provides feedback on language use and pronunciation.

** ** ** **

Handout 3. Rotating Apology Chain

Apologizing:

I apologize.	I'm sorry, but/ I didn't realize… (make an excuse)
I'm so sorry	I forgot I left it there… (admit the mistake)
I'm sorry	I'll take it out right now, I'm sorry… (make an offer)
	I promise I'll… /I'll make sure to… (make a promise)

Conversation guide

First, Student A and Student B greet each other.
A: Hi! Can I ask you a favor? Or I need to tell you something…
B: Sure!
A: Makes a polite request based on the flashcard situation.
B: Apologizes using expressions from Handout 3.

Adapted from Richards, J. C. (2017, p. 40). *Interchange Student's Book 2A*. Cambridge: Cambridge University Press.

Paper stripes

You forgot to water your neighbor's plants while they were on vacation.

You played loud music at night, and your neighbor couldn't sleep.

You borrowed your friend's book, but you spilled juice on it.

You broke your friend's headphones by mistake.

You didn't invite your friend to your birthday party by accident.

You didn't answer your friend's text for two days.

Your neighbor's dad parked his car in front of your garage door.

You blocked someone's view during a presentation.

You interrupted your friend while she was talking.

You accidentally sent a private message to the wrong person.

Activity 4: Craziest lifehack

Objective: Students will collaboratively design and give oral instructions in English to create or solve something in an original way (lifehack).

<table>
<tr>
<td>

Format: Small groups.

Estimated Time: 25 minutes.

Skills: Speaking.

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Useful Vocabulary:

Straw: Popote	Throw: Tirar	Warm: Calentar
Struggle: Batallar	Jar: Frasco	Shake: Agitar
Teddy bear: Oso de peluche	Silicone stick: Barra de silicón	Lipstick: Lápiz labial

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Pre-task (5 minutes)
The teacher shows a short TikTok clip of a girl folding clothes creatively. Then, the teacher repeats the folding steps using sequencing words (first, then, finally). Finally, the teacher asks, *"Have you ever tried a useful lifehack?"*

Task (12 minutes)
Students, divided into small groups, receive a handout with different items. Each group invents an original lifehack using a single item, takes notes on the steps, and uses sequence words. They may search the internet for inspiration to adapt ideas creatively as the "creators" of their lifehack. The teacher provides language support and guidance as needed during the activity. Finally, they prepare a short oral presentation to explain how to do it.

Post-task (8 minutes)
Each group presents their lifehack to the class without reading their notes, and classmates may ask questions about the instructions. The teacher provides feedback on the use of sequence words, vocabulary, and pronunciation.

** ** ** **

Handout 4. Craziest lifehack

Sequence words to give instructions
First…   Then…   Next…   After that…   Finally …

Presentation guide:
Student A: Did you finish the whole jar of Nutella? Don't throw it all away! We have something you might like.
Student B: First, you need to warm up the milk, so you won't have trouble mixing it. Then, pour the milk into the jar.
Student C: Next, you must shake it a little, and finally, you'll have a delicious Nutella milkshake. Enjoy!

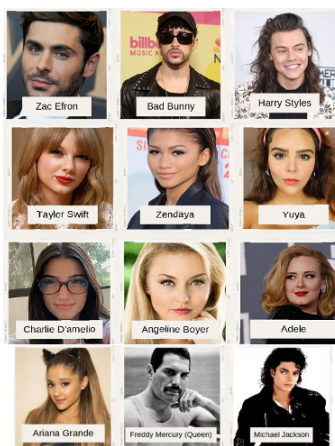| Bottle	Bucket	Jeans	Plastic bag	Teddy bear

Lipstick	Noodles	Shaving Cream	Dental Floss	Silicone sticks

Own design.

Activity 5: Planning the Best Summer Vacation			
Objective: Students will give suggestions, accept or reject ideas, and use English to plan a summer vacation.			
Format: Small groups. **Estimated Time:** 25 minutes. **Skills:** Speaking.	**Useful Vocabulary:** Downtown: *Centro de la ciudad* Art gallery: *Galería de arte*	Arts center: *Centro de artes* Movie theater: *Cine*	Amusement park: *Parque de diversiones* Museum: *Museo*

Pre-task (5 minutes)
The teacher asks students where they would like to travel, which activities they would include, and who they would take with them, and highlights useful vocabulary and phrases to make, accept, or reject suggestions. Students respond individually.

Task (12 minutes)
Students work in small groups to plan the perfect summer vacation. They choose a destination, decide on the activities they want to do, and create a checklist in their notebooks. Students are encouraged to use the target vocabulary and expressions to suggest, accept, and reject ideas while discussing as a team.

Post-task (8 minutes)
Each group orally presents their summer vacation plan, based on the checklist they created during the task, to the class. The teacher gives feedback on vocabulary, structure, and pronunciation.

** ** ** **

Handout 5. Planning the Best Summer Vacation

Making Suggestions
 - How about …?   - It is usually a good idea …   - We should …

Accepting Suggestions
 - Good/great/excellent idea!   - That sounds good/great.   - It's not a bad idea.   - I'd love to!

Rejecting Suggestions
 - I'd prefer/rather …   - It's a good idea, but …   - I'm not sure about that.

Own design.

Activity 6: Guess Who? Describing and Identifying Celebrities

Objective: Students will orally describe people's appearance, jobs, personalities, and talents to produce a report of the celebrities they guess.

	Useful Vocabulary:	
Format: Small groups. **Estimated Time:** 25 minutes. **Skills:** Speaking.	Actress: *Actriz* Singer: *Cantante* Comedian: *Comediante* Musician: *Músico*	Generous: *Generoso* Selfish: *Egoísta* Rude: *Grosero* Kind: *Amable*

Pre-task (5 minutes)
The teacher asks guiding questions, such as "*How would you describe a famous actor?*" or "*What words can you use to talk about someone's personality?*" Students respond using adjectives. The teacher models an example, demonstrating how to give clues about a celebrity without saying their name.

Task (12 minutes)
Students are divided into small groups. The teacher distributes a set of cards to each team. One student selects a card and places it on their forehead without looking at it. Team members give hints about the person on the card, describing appearance, occupation, nationality, personality, talents, weaknesses, or past achievements, without saying the name. The student holding the card has 30 seconds and up to three attempts to guess the person. Full sentences are encouraged. Teams write down the correct guesses. The team with the most correct guesses wins.

Post-task (8 minutes)
Each group reports the number of correct guesses and describes the qualities of the celebrities they guessed. The teacher offers feedback on language use, sentence structure, and pronunciation.

Own design.

Flashcards