

The effect of using Online Collaborative Learning on improving Oral Communication Skills and reducing Oral Apprehension

Dr/ Ahmed Abdelfattah
Abdelhameed Mohamed
*English as a Foreign Language
Curriculum and Teaching Methods
Teacher*



المجلة العلمية المحكمة لدراسات وبحوث التربية النوعية

المجلد الحادي عشر - العدد الرابع - مسلسل العدد (٣٠) - أكتوبر ٢٠٢٥ م

رقم الإيداع بدار الكتب ٢٤٢٧٤ لسنة ٢٠١٦

ISSN-Print: 2356-8690 ISSN-Online: 2974-4423

موقع المجلة عبر بنك المعرفة المصري <https://jsezu.journals.ekb.eg>

JSROSE@foe.zu.edu.eg

البريد الإلكتروني للمجلة E-mail

The effect of using Online Collaborative Learning on improving Oral Communication Skills and reducing Oral Apprehension

Dr/ Ahmed Abdelfattah Abdelhameed Mohamed

*English as a Foreign Language Curriculum and Teaching Methods
Teacher*

تاريخ المراجعة ٢٠٢٥-١٠-٤م

تاريخ النشر ٢٠٢٥-١٠-٧م

تاريخ الرفع ٢٠٢٥-٩-٥م

تاريخ التحكيم ٢٠٢٥-١٠-١م

Abstract

This study explores the efficacy of using Online Collaborative Learning in fostering Oral Communication Skills and reducing Oral Apprehension among English as Foreign Language (EFL) learners. The research investigates whether Online Collaborative learning principles enhances oral communication compared to traditional methodologies. A quasi-experimental design is employed, assigning participants to online collaborative learning instruction group and a control group receiving standard instruction. Pre- and post-tests evaluate oral communication in both groups. The study anticipates statistically significant improvement in oral communication for the online collaborative learning group compared to the control group. This would suggest a positive influence of online collaborative learning on EFL learners' oral communication development.

Key Words: online collaborative learning, oral communication, oral apprehension.

الملخص بالعربي

تأثير استخدام التعلم التعاوني - التشاركي عبر الانترنت لتنمية مهارات التواصل الشفهي وخفض قلق التواصل، وهدفت الدراسة الى استخدام استخدام التعلم التعاوني - التشاركي عبر الانترنت لتنمية مهارات التواصل الشفهي وخفض قلق التواصل وتكونت عينة الدراسة من ٦٠ طالب من كلية العلاج الطبيعي جامعة الصالحية الجديدة وتم تقسيمها الى مجموعة تجريبية ومجموعة ضابطة وتم استخدام اختبارات التواصل الشفهي ومقياس خفض التواصل الشفهي على عينة الدراسة من خلال تدريس محتوى من التواصل الشفهي وتطبيق الاجراءات اللازمة له، وتوصلت نتائج الدراسة الى ان استخدام التعلم التعاوني - التشاركي عبر الانترنت ادى الى تحسين مهارات التواصل الشفهي وخفض قلق التواصل لدى طلاب الجامعة، وقد اوصت الدراسة باستخدام انماط اخري من التعلم التعاوني - التشاركي لتحسين مهارة التواصل الشفهي وخفض قلق التواصل عند طلاب الجامعة .

Introduction

Oral communication ability is the skills that integrated listening and speaking skills (Brown & Lee , 2015) .It presents the way to effectively convey and express their ideas and thoughts between the speaker and listeners .Oral communication ability facilitates speakers to interact in the society while using the appropriate language (Chantamala , 2008) .It seems to be a priority of various second or foreign language learning since oral communication is the most basic medium of human communication (Gold et al , 2011) .Moreover , oral communication ability allows speakers to express all knowledge they have learned to others (Harmer , 2007) .Thus , oral communication ability has been considered an important part of English language instruction in globalization .

In other words, Rahman (2010) pointed out that oral communication ability is an interaction between two or more persons requiring understanding what to say and how to say it. Speakers need oral communication ability for participating effectively in all types of oral communication .Moreover , oral communication skills contain various elements such as gesture , style , language used , facial expression , understanding the audience , politeness , precision , and directness .These elements have effects on both failure and success of the interaction . Consequently, oral communication is not only the presentation of usual expression, but it also requests the abilities to understand what and how to speak in different contexts.

Windle and warren (2013) also stated that there are three components of communication : verbal , non-verbal , and para – verbal. Individuals need these components to send clear and concise messages and to receive and correctly understand the message.

Oral communication ability is the skills that integrated listening and speaking skills (Brown & lee , 2015) .It presents the way to effectively convey and express their ideas and thoughts between the speaker and listeners .

Ammer et al .(2005) stated that oral communication ability is the process of an individual using verbal and nonverbal expression to express meaning across various contexts , cultures , channels and media .

Online Collaborative learning (OCL) is a combination of collaborative learning and online learning. To clarify, collaborative learning is grounded in Vygotsky's social constructivism. In it, Vygotsky (1962) postulated that social interaction is of great importance when it comes to learning. Among his theories is the zone of proximal development, the zone where students can learn with help of the teacher or peers .Moreover , through the zone of proximal development , students show great in developing their skills when they socially interact with their classmates or through peer collaboration compared to developing these skills alone (Thompson & Ku , 2006) .Meanwhile , online learning refers to the process of learning which includes the access of content and resources , learning materials , activities , tasks , assessment and making interaction with teachers and other learners through digital technologies in the online environment .

Collaborative learning is the situation when two or more people working together to achieve a common goal .The collaborative learning appears when students work in a small group and the teacher encourage them to work together to enhance their learning (Johnson & Johnson , 2004) . In addition, collaborative learning can increase students' engagement, enhance critical thinking, promote problem solving, and encourage learning (Raman & Ryan , 2004) .

As stated in laal & Ghodsi (2012), collaborative learning benefited in four major categories ; social , psychological , academic and assessment , however , face to face collaborative learning is concerned a challenging principle that the expected outcomes may not be achieved in all situations (Kirschner et al ., 2009) .

Thompson & Ku (2006) proposed four criteria of online collaborative learning which was participation, interdependence, synthesis of information and independence. Firstly , participation refers to the collaboration between learners .secondly, interdependence refers to the interaction between group members to interchange

information and ideas with one another .Thirdly, synthesis of information refers to the organization of information to finalize the collaborative tasks within the group .Finally, independence refers to the independent between online collaborative groups and the teacher which means that the group should ask their group mates questions rather than immediately ask the teachers.

According to Harasim (2012) , online collaborative learning is the integration of both constructivist approaches to learning and the development of the internet .It has led to the development of a particular form of constructivist teaching , originally called computer mediated communication .Moreover , OCL provides a model of learning in which students are encouraged and supported to work together to create knowledge by inventing , exploring ways to innovate , doing , and seeking the conceptual knowledge needed to solve problems .

Meanwhile, (Tu & Du , 2004) proposed four main issues that should be considered in implementing online collaborative learning . The four main issues are as followed:

1. **Empowering learners:** Students should be enabled to be responsible for their learning process as in online collaborative learning .The teacher's role is a facilitator who gives advice and guides learners through different learning tasks to meet the different learning styles .
2. **continuing support:** The teacher should provide intellectual, technical, social, mental, and emotional support throughout the learning process in order to support the online collaborative learning.
3. **Being patient:** The teacher should be patient and admit that social interaction in online collaborative learning environment is time – consuming to construct social ties to help students achieve their goals.
4. **Building communities:** The teacher should create a sense of community in online collaborative learning environment to encourage students to feel relaxed to share their opinions, thoughts and perspectives.

Since online collaborative learning requires the teacher to be a facilitator for students. It can be said that online collaborative learning represents a vital shift for the teacher's role in the learning process from the typical teacher – centered approach to learner-centered approach .The role of the teacher is to guide and provide support for students (Rodriguez et al , 2017).

The studies related to the effect of online collaborative learning on oral communication ability among beginners or lower proficiency level students are still limited .However , there are various studies that showed the effects of online collaborative learning on English language skills , learning performance , and learning experiences .In addition , several studies found the benefit of technology tools in supporting online collaborative learning .

Firstly, Nam (2017) examined the effects of digital story telling on student achievement, social presence and attitude in online collaborative learning environments of middle school students in South Korea .The study claimed that using digital storytelling strategies with middle school students in South Korea improved online communication and students' interactions in online collaborative learning environments .

Wang et al .(2020) investigated the learning performance and behavioral patterns of online collaborative learning of lower secondary students from a secondary school in china .Their study revealed that students formed an active learning atmosphere and had high efficiency in information exchanges through online collaborative learning .

Jeong (2019) examined the effects of online collaborative learning in enhancing learner motivation and classroom engagement of university students in south korea .The study revealed that online collaborative learning activities showed the positive effect on improving EFL university students' learning performance and the students showed satisfaction in learning English through online collaborative learning .In addition , this study presented that the social networking platform in online group collaboration played an important role for the students in understanding the process of online group collaboration.

Ramos (2020) examined the effects of online collaborative activities in improving oral interaction of seventh grade students in Ecuador . The findings of this study showed a positive effect in collaborative activities.

To sum up, this present study attempted to fill the gap by investigating the use of OCL in the English speaking course for the EFL lower secondary students to see its effects on the students' oral communication ability.

Statement of the problem:

The problem of the present study can be stated in the following questions:

- 1-What is the oral communication skills required for college students?
- 2-What is the effect of online collaborative learning (flogs) on improving oral communication skills among college students?
- 3-What is the effect of online collaborative learning on reducing communication apprehension among college students?

Participants of the study:

The participants of the present study consisted of sixty students from second year, Faculty of specific education students, thirty as an experimental and thirty as a control.

Research Aims:

This research aims to examine the effect of using Online Collaborative Learning on improving Oral Communication Skills and reducing Oral Apprehension.

Procedures:

The procedures of the present study went as follows:

- 1-Reviewing literature related to the present study variables.
- 2-Preparing oral communication checklist based on the previous studies.
- 3-Preparing oral communication test as a pre-post test .
- 4-preparing oral apprehension scale based on Daily and Miller (1992) .
- 5-Administering the pre-test .
- 6-Applying online collaborative learning via flog .
- 7-Administering the post – test.
- 8-Analyzing the results statically.
- 9-Submitting recommendations and suggestions .

Results:

The results of the research were presented in the light of examining the hypotheses as follows:

1-verifying the First Hypothesis:

The first hypothesis of the research stated that " There is a statically significant difference at (0.05) between the mean scores of the experimental group students and those of the control group ones on the posttest of oral communication skills in favor of the experimental group . " To verify that hypothesis, t-test for independent samples was used and the results are shown in the following table.

Table (1) : t-test results of the Experimental & Control Group Students' Posttest of Oral Communication Skills .

CR Skill	Control Group N=30		Experimental Group N = 30		t.value	Df	Sig	Effect size
	Mean	SD	Mean	SD				
Comprehension	8	3.49	11.4	2.59	2.31	58	0.028	0.08
Interaction	7.8	1.5	12.7	2.25	7.03	58	0.00	0.46
Vocabulary	6.26	1.75	9.53	1.12	6.08	58	0.00	0.39
Grammar	4.2	0.94	6.66	1.29	5.98	58	0.00	0.38
pronunciation	6.47	1.64	10.13	1.12	7.13 33.83	58 2.11	0.00	0.47
Fluency	3.47	0.64	5.33	1.11	4.63 33.83	58 2.11	0.00	0.35
Total Test	38.4	6.88	55.8	6.21	7.27	58	0.00	0.48

Results in table (1) reveal that the mean score of experimental group students on the post test of overall communication skills is (55.8) with standard deviation of (6.21) , which is higher than the mean score of the control group students on the same posttest of overall oral communication skills that is (38.4) with standard deviation of (6.88) . Moreover, it can be noticed that the t-test value between the two scores is (7.27) which is significant at (0.00) .This proves the difference between the scores of the experimental and control groups on the same posttest of overall oral communication skills in favor of experimental group and consequently , the first hypothesis is supported .

After calculating the effect size using Eta square (η^2) formula , it was noticed that the program has a moderate effect size on improving the macro skill of comprehension , and it has a large effect size on overall oral communication skills and the macro skills of interaction , vocabulary , grammar , pronunciation , and fluency .

This might be attributed to different reasons .Comprehension skills need direct and prolonged instruction to be improved .Besides , the micro skills of interaction , pronunciation , and fluency can be acquired subconsciously through imitation .Vocabulary and grammar received direct instruction during the sessions .That's why they had a large effect size .

The following figure shows the difference in oral communication skills between the control and experimental groups on the posttest.

Figure (1) Comparison of the control & the Experimental Group Students' Mean Scores on the Oral Communication Skills Posttest

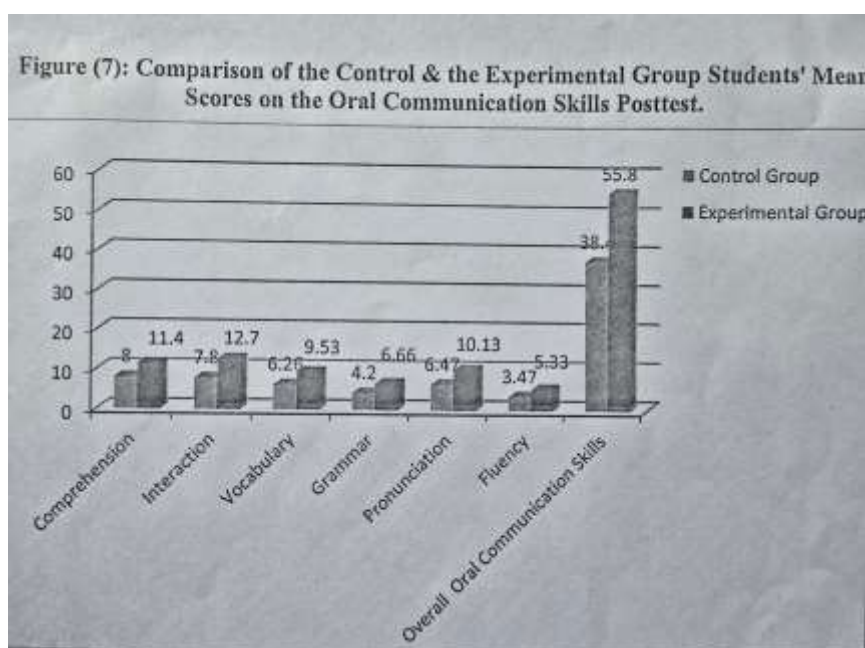


Figure (1) shows that the experimental group outperformed the students of the control group on the oral communication skills posttest on both the overall and each oral communication skill. These differences can be attributed to give the strong effect in using online collaborative learning.

2- Verifying the second hypothesis:

The second hypothesis of the study stated that " There is a statically significant difference at 0.05 between the mean scores of the experimental group students in the pre and post administration of overall oral communication skills test in favor of the post administration ". To verify that hypothesis, t-test for paired samples was used and the results are shown in the following table

Table (2) : t-test results of the Experimental Group Students' Pretest & Posttest of oral communication skills

CR Skill	Pre-administration		Post-administration		t.value	Df	Sig	Effect size
	Mean	SD	Mean	SD				
Comprehension	8.2	2.88	11.4	2.59	5.17	29	0.00	0.94
Interaction	7.1	1.8	12.7	2.25	9.7	29	0.00	1.77
Vocabulary	7.26	1.8	9.53	1.12	5.4	29	0.00	0.98
Grammar	4.6	1.23	6.66	1.29	8.36	29	0.00	1.25
pronunciation	7.2	1.74	10.13	1.12	7.4	29	0.00	1.35
Fluency	3.6	0.83	5.33	1.11	33.83	2.11	0.00	1.1
Total Test	38	7.49	55.8	6.21	9.93	29	0.00	01.8

Results in table (2) reveal that the mean score of experimental group students on the post test of overall oral communication skills is (55.8) with standard deviation of (6.21) , which is higher than the mean score of the experimental group students on the pretest of overall oral communication skills that is (38) with standard deviation of (7.49) .Moreover , it can be noticed that the t-test value between the two scores is (9.93) which is significant at (0.00) .This proves the difference between the scores of the experimental group students on the administration of the pre and posttest of overall oral communication

skills in favor of the scores of the posttest and consequently , the second hypothesis is supported .

The effect size was calculated using *Cohen D* formula .Since the value for all skills is greater than (0.8) , it was clear that online collaborative learning has a large effect size on overall oral communication skills and the macro skills .The following figure shows the difference in oral communication skills between the control and experimental groups on the posttest .

Figure (2) : comparing of the mean scores of Experimental Group Pretest & Posttest of oral communication skills .

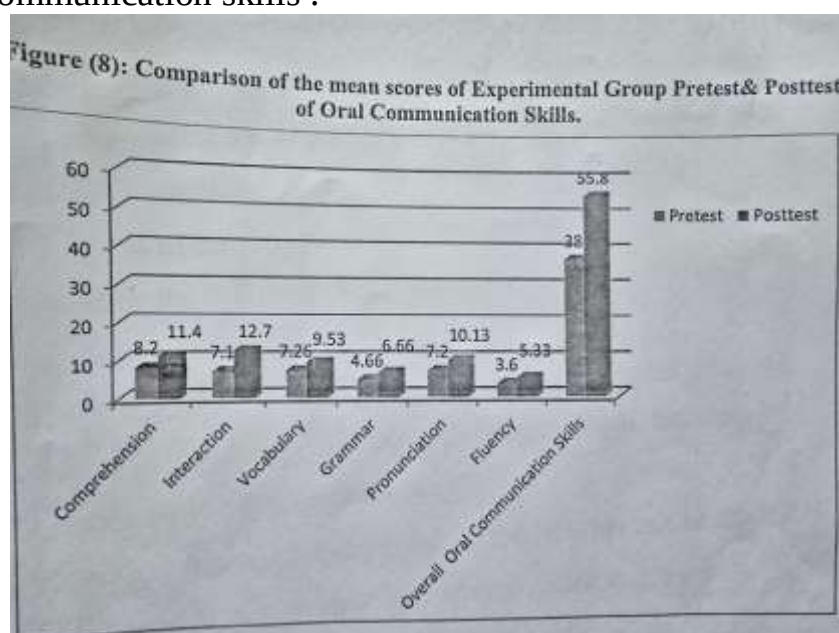


Figure (2) shows that the students' performance on overall oral communication skills on the posttest increased after the implementation of the strategy.

3-Verifying the third hypothesis:

The third hypothesis stated that " There was a statically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the post – administration of oral apprehension in favor of the experimental group" .

To verify this hypothesis, a t-test for independent (unpaired) groups was used to determine the significance of the differences between the mean scores of the experimental group and the control group in the post- administration of the oral apprehension .The results are presented in table (3).

Table (3) : Comparing control and experimental group t-test results in the post –administration of the oral apprehension .

Group	N of cases	Means	S.D	df	t.value	Sig
Control	30	78.54	5.7	68	27.34	0.01
Experimental	30	45.83	4.1			Sig

The third hypothesis was verified by the results presented in table (3) .The experimental group , which utilized the Flip grid application , demonstrated a significantly lower mean oral apprehension scores (M =45.83 ,SD=4.183 compared to the control group (M=78.54 , SD =5.7.These results indicate that the Flip grid application played a crucial role in reducing oral apprehension among the experimental group .

4-Verifying the fourth hypothesis:

The fourth hypothesis stated that " There was a statically significant difference at the 0.05 level between the mean score of experimental group on the pre and post-administration of the oral apprehension in favor of the post-administration ".

In order to verify this hypothesis , a t-test for paired groups was used in order to determine the significant of the difference between the mean scores of the pre and post administration of the oral apprehension to the experimental group , which is illustrated in table (4).

Table (4) Comparing the t-test results of the experimental group in the pre and post administration of the oral apprehension.

	administration	No .of cases	Means	S.D	df	t.value	Sig
Total	Pre-test	30	74.86	4.8	34	24.85	0.01 Sig.
	Post-test	30	45.83	4.18			

The fourth hypothesis is verified by the results presented in table (4), which demonstrate a significant reduction in the mean overall oral apprehension scores of the experimental group following the treatment (post-test mean = 45.8 , t = 24.85 , df = 34).

Effect size Calculation:

The following table indicates the values of (n^2) and the effect size of the Flipgrid on reducing oral apprehension.

Table (5) Values of (n^2) and the effect size of the treatment on reducing oral apprehension .

total score of the scale	n^2	Effect size
	0.94	large

Table (5) demonstrates the strong effect of using the Flipgrid application on reducing oral apprehension among student teachers , as evidenced by the effect size (n^2 = 0.948. This indicates that 94.8% of the total variance in the overall oral apprehension score can be attributed to the use of Flipgrid, highlighting the significant effect of using the application .

Discussion of results:

The current study aimed to determine the effectiveness of using online collaborative learning to improve students' EFL oral communication skills and reduce their apprehension .In order to measure the effectiveness of the treatment , both the experimental and control groups were administered EFL oral communication skills test with a scoring rubric and an oral apprehension scale before and after the treatment .

The results of the study revealed that there was a statistically significant difference at the (0.01) level between the mean score of the control group and the experimental one in the post administration of the EFL oral communication skills test in favor of the experimental group .

References:

- Ammer , F .,Pack , S., Touthier , M ., & Wallinger ., M (2005) .Baic proficiencies in oral communication .[http : //www.frostburg .edu/academic /slassessment Basic skills ORAL .COM M guide .pdf](http://www.frostburg.edu/academic/slassessment/Basic%20skills%20ORAL.COM%20M%20guide.pdf) .
- Brown , H.D, & lee ,H (2015) .Teaching by principles :An Interactive Approach to Language pedagogy .Pearson Education ESL .

- Chantamala , S.(2008) .Effects of cultural experiential instruction on English oral communication ability of lower secondary school students Chulalongkom University .
- Gold , B., Morgan , N., & Ellis ,D.(2011) .Speech and Audio signal processing .processing and perception of speech and music : John Willy & Sons .
- Haraism , L.(2012) . Learning theory and online technologies. Routledge .
- Harmer, J.(2007). The practice of English language teaching .Pearson longman .
- Jeong , K.O .(2019) . Online collaborative language learning for enhancing learner motivation and classroom engagement .International Journal of Contents , 15(4) , 89-96.
- Johnson, D.W., & Johnson, R.T. (2004). Cooperation and the use of technology.
- Kirschner , F ., paas , F.,& Kirshner , P.A.(2009) . A cognitive load approach to collaborative learning : United brains for complex tasks .Educational psychology Review , 21, 31-42.
- Laal , M .,&Ghodsi , S.M .(2012). Benefits of collaborative learning .procedia-social and behavioral sciences, 31, 486-490.
- Nam ,C.W.(2017) .The effects of digital storytelling on student achievement , social presence , and attitude in online collaborative learning environments . Interactive learning Environments, 25(3) , 412-427.
- Rahman ,M.M.(2010) .Teaching oral communication skills .A task – based approach ESP.
- Raman , M.,&Ryan ,T.(2004) .Designing online Discussion Support Systems for Academic Setting . " The Wiki Way " . AMCIS 2004, New York , NY.
- Ramos , C.C.M.(2020) .Improve Oral Interaction through collaborative Activities Universidad Casa Grande Department de posgrado .
- Rodriguez , A. I .,Riaza , B.G.,& Gomez , M.C.S.(2017) .Collaborative learning and mobile devices .An educational experience in Primary Education .Computers in Human Behavior , 72,664-677.
- Thompson ,L., & ku , H-Y.(2006) . A case study of online collaborative learning .Quarterly Review of Distance Education , 7(4) , 361.
- Tu , C.H ., & Du , Z.(2004) . Online collaborative learning communities : twenty one designs to building an online collaborative learning community .Intellect Books.

Open Access: المجلة مفتوحة الوصول، مما يعني أن جميع محتوياتها متاحة مجانًا دون أي رسوم للمستخدم أو مؤسسته. يُسمح للمستخدمين بقراءة النصوص الكاملة للمقالات، أو تنزيلها، أو نسخها، أو توزيعها، أو طباعتها، أو البحث فيها، أو ربطها، أو استخدامها لأي غرض قانوني آخر، دون طلب إذن مسبق من الناشر أو المؤلف. وهذا يتوافق مع تعريف BOAI للوصول المفتوح. ويمكن الوصول عبر زيارة الرابط التالي: [/https://jsezu.journals.ekb.eg](https://jsezu.journals.ekb.eg)