

The Development of Collaborative Learning Activities in English Oral Communication Ability for Grade 10 Students at an International School in Bangladesh

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ABSTRACT: The study aimed to design and evaluate a series of collaborative learning activities to enhance the oral English communication skills of Grade 10 students enrolled in an international school in Bangladesh. Specifically, the research sought to: (i) develop a structured set of collaborative learning activities, (ii) assess students' English oral communication skills before and after the intervention, (iii) determine whether students' post-intervention performance exceeded the predetermined benchmark of 70%, and (iv) examine students' satisfaction with the collaborative learning activities. A pre-experimental one-group pretest–posttest research design was adopted, involving 58 purposively selected Grade 10 students. Data were analyzed using the Wilcoxon Signed Ranks Test to compare pre-test and post-test scores, while the One-Sample Kolmogorov Test was employed to examine whether students' performance exceeded the established criterion of 70%. The findings revealed that the collaborative learning lesson plans were evaluated by three subject experts as being of a high quality, with an overall mean score of 4.68 (SD = 0.53). Furthermore, students demonstrated a statistically significant improvement in English oral communication skills following the intervention ($z = 6.64$, $p < 0.001$), indicating the effectiveness of the collaborative learning approach. Additionally, students expressed a high level of satisfaction with the collaborative learning activities, recording a mean satisfaction score of 4.32 (SD = 0.44). Overall, the findings suggest that collaborative learning constitutes an effective pedagogical strategy for improving English oral communication skills while simultaneously promoting positive learner engagement and satisfaction.

Keywords - Collaborative Learning, English Oral Communication Skills, Oral Language Proficiency, Pre-Experimental Design, Secondary School Students, Student Satisfaction, English Language Teaching (ELT).

1. INTRODUCTION

English is widely accepted as the second language of the world, and no one can refute this fact. People thought that speaking English was the only way for a developing country to achieve success because it would help them gain knowledge and technology (Islam et al., 2021). It is known that Bangladesh is a developing nation of roughly 160 million people. It is to be noted that there are many students who are studying at the tertiary level in more than 150 universities in Bangladesh (Ashrafuzzaman et al., 2021).

The reason behind such a situation is that the language of instruction at the tertiary level is English. At the same time, the majority of the students have completed their primary and secondary level of education in the Bangla language, and due to this reason, at the start of university life, the environment becomes alien for them. However, students have to complete a minimum of 18 courses to master the English language. Students, after completing their tertiary education degree, wish to get a good job but unfortunately, most of them fail in doing so (Fahim et al., 2017).

Speaking, which is used in the ESL (English as a second language) or EFL (English as a foreign language) settings, seems to be the most significant among the four language skills (listening, speaking, reading, and writing). Speaking can be regarded as the fundamental language skill in L2 acquisition. Speaking is the medium through which other skills like listening, reading, and writing can be developed when teachers apply productive methods of teaching such as communicative language teaching, silent way, or even audiolingual method. Concerning the significance of speaking in the development of other language skills, speaking helps develop other skills as well.

In addition, speaking English gives people the power of expressing themselves to the extent that their emotions and thoughts affect others, as well as social interactions. Last but not least, proficiency in speaking English helps people from a particular nation negotiate with other competing stakeholders (Devi and Rao, 2018). Collaborative Learning is one of the activities employed by the learners to collaborate in groups to resolve challenges, undertake activities, and learn new things. It helps promote participation, engagement, and learning as well as social skills and communication skills, which are extremely vital for learning in the classroom. The significance of Collaborative Learning comes out as a result of being able to facilitate an innovative and abstract thinking process.

In addition to oral communication (Cress et al., 2021). Knowledge is co-constructed through interactions according to Vygotsky's theory of social constructivism, which can be utilized in collaborative learning in order to improve oral communication skills by suggesting that knowledge is co-constructed through interaction. Collaborative learning enhances cognitive processes through boosting creativity, aids in achieving knowledge, and nurtures higher-order learning skills; thus, it should be a crucial tool for developing learning (Erciyas, 2020).

Studies have indicated that collaborative learning in different educational settings is a cluster of benefits. For example, Govindasamy and Shah (2020) found out that satisfaction of students with collaborative speaking activities led to their increased self-confidence and interest in speaking in ESL classes, thus making them more likely to express their ideas in a second language. In the same way, Byun et al (2020) also indicate that collaborative learning supported by emergent leadership and group cohesiveness not only enhances learners' participation but also positive citizenship behaviors.

Given that the study was conducted in an international school in Bangladesh, where children learned both in their native language and English, the study has seen that the majority of secondary school students have challenges in expressing themselves effectively through writing, talking, or even by using gestures. This limited not only the academic performance of these students but also their participation in classroom activities and during group activities. This meant that a lack of experience in communicating in real-life situations as well as fear of making mistakes, caused the communication issues experienced by the high school students in that particular school. The barriers and challenges in oral communication were evident among most high school students, especially those who learn English as a foreign language. They have low self-esteem, as reported by Alsaif (2022).

To mitigate these issues, Collaborative learning techniques provide workable

These include the use of cooperative learning strategies like storytelling, role play, and peer feedback, as they will allow the learners to engage in interactive activities that will enhance their speaking (Bordeos et al., 2023). The use of meaning-making activities will enable the learners to overcome their fear of speaking since they will get an opportunity to practice with other people, and the feeling that one could be wrong will not be there, considering Krashen's theory of language acquisition influenced by anxiety levels (Bahruddina & Febrianib,

2020). This has proved to be effective in improving learners' oral interpersonal communication through the provision of necessary resources to express their views.

As such, the investigator wishes to apply collaborative learning in enhancing oral Communication skills among Grade 10 students at an international school in Bangladesh. In addition, this research helped to increase the body of knowledge about collaborative learning by focusing on the level of relevance of the strategy in addressing problems that affect secondary school students' oral communication. With this research, I am able to come up with strategies that help the students perform well academically as well as socially, especially in communication.

2. STATEMENT OF OBJECTIVES

- To develop a set of collaborative learning activities that enhance the English oral communication ability of Grade 10 students at an international school in Bangladesh.
- To compare the results of English oral communication ability of Grade 10 students at the school before and after the implementation of the collaborative learning activities.
- To compare the performance results of English oral communication ability of Grade 10 students following the implementation of the collaborative learning activities and the criteria level of the percentage of 70.
- To explore the learning satisfaction of Grade 10 students after the implementation of collaborative learning activities designed to enhance their English oral communication ability.

3. HYPOTHESES

H1: The post-test mean score of English oral communication ability among Grade 10 students at an international school in Bangladesh after implementing the set of collaborative learning activities was significantly higher than the pre-test mean score.

H2: The mean score of Performance of English oral communication ability of Grade 10 students at an international school in Bangladesh after implementing the collaborative learning activities was higher than the criteria level of 70%.

4. SIGNIFICANCE OF THE STUDY

- For Students: The study can be useful to secondary school students in Bangladesh who have a multinational approach since the results of the study can provide a basis for designing cooperative learning tasks in order to develop students' oral communication ability in English. By using these techniques, students can identify their strengths and weaknesses during cooperative learning activities and improve their oral communication ability according to their individual capabilities and needs. Besides, cooperative learning can develop students' cognitive ability, allowing them to solve problems in the educational system of Bangladesh.
- For Teachers and educators: This research can be helpful for teachers and administrators in an international school in Bangladesh, as it helps them develop proper collaborative learning techniques that can help students become more fluent in English oral communication skills. This research can also help teachers enhance their skills in the implementation of collaborative learning techniques, including the Jigsaw technique, Fishbowl discussion, Think-Pair-Share, etc. The results of this research can further help teachers make use of collaborative learning exercises to assess the performance of the students and also give them appropriate feedback according to their requirements. Through these techniques, teachers can understand the problems faced by the students in speaking and take student-centered steps for improving their oral communication ability in English.

5. METHODOLOGY

- **Research Design:** For this study, there was a pre-experimental research design, which is the one-group pretest-posttest design, that was done using a quantitative method. A pre-test was conducted to determine the initial level of the students' oral English communication skills. Then collaborative learning activities were done for about ten weeks. Later, a post-test was conducted after ten weeks.

5.1 Population and Sample

- **Population:** The targeted population was roughly 40-70 Grade 10 students from the bilingual program of the international school in Bangladesh every year.
- **Sample:** The subjects of this study are 58 students in Grade 10 at an international school in Bangladesh in the year 2024, where they are enrolled in a bilingual program. One class of Grade 10 was selected using purposive sampling.

5.2 Research instruments: There were Instructional Instruments and Data Collection Instruments:

- **Instructional Instrument:** The instructional tool that was used was a collection of collaborative learning activities that improved the English oral communication skills of the students in Grade 10 in the international school in Bangladesh, consisting of 10 lesson plans utilizing collaborative learning methods prepared by the researcher and validated by the 3 experts at the very good level ($M=4.68$, $SD=0.53$). In addition, the 10 lesson plans of collaborative learning activities were tested for time allocation, language used, and learning media in the pilot testing involving a class of grade 10 students who were not part of the main participants in the study.
- **Data Collection Instruments:** There were 3 data collection instruments in this research as follows:
 - (i) **English oral communication ability Pre-test and Post-test:** In addition to that, the test consisted of 30 questions and drafting a speech or presentation on daily life, which was prepared by the researcher. The values of IOC of the 3 experts for all items were found between 0.67 and 1.00. Besides, the English oral communication ability Pre-test and post-test were piloted on the Pilot group. The researcher chose the items with values between 0.30 – 0.70, for the difficulty value (p) and with values between 0.30-0.80, for the discriminatory value (r). The value of reliability was determined using the Kuder-Richardson method (KR-20) and found 0.92.
 - (ii) **Performance test of English oral communication ability:** A performance test of English oral communication ability was conducted to evaluate the performance of English oral communication ability of Grade 10 students after applying the collaborative learning activities which were developed by the researcher and validated by 3 experts at very good level ($M = 4.77$, $SD = 0.57$). The performance test of English oral communication ability was piloted among the Pilot group. The reliability of the performance test of English oral communication ability was checked using the method of Cronbach's alpha, and its value is 0.91.
 - (iii) **Student Satisfaction Questionnaire:** The Student Satisfaction Questionnaire was designed to determine the level of satisfaction of Grade 10 students through the implementation of Collaborative Learning activities developed by the researcher, who had validated it with 3 experts at the very good level ($M=4.68$, $SD=0.44$). It was conducted using the Pilot group. The reliability of the Student Satisfaction Questionnaire was 0.82.

6. DATA COLLECTION

- "Used the Pre-test of English oral communication ability before implementing the set of collaborative learning activities with the Grade 10 students".
- "Implemented the set of collaborative learning activities that was constructed by the researcher as the 10 lesson plans with collaborative learning techniques".

- “Used the Post-test of English oral communication ability after implementing the set of collaborative learning activities with the Grade 10 students”.
- “Used the Performance test of English oral communication ability after implementing the set of collaborative learning activities with the Grade 10 students during the morning activity and after lunch activity”.
- Asked the Grade 10 students to complete the Student Satisfaction Questionnaire.

7. DATA ANALYSIS

- For English oral communication ability data, the researcher calculated the mean and standard deviation (SD). Then, the Wilcoxon Signed Ranks Test was used to test the difference between the pre-test and post-test of English oral communication ability by using the SPSS program.
- For the Performance test of English oral communication ability data, the researcher calculated the mean and standard deviation (SD). Then, the One-Sample Kolmogorov Test was used to test the difference between the mean of the Performance test of English oral communication ability and the criteria level of 70 percent by using the SPSS program.
- For the Student Satisfaction data, the researcher calculated the mean and standard deviation (SD) of the Student Satisfaction data by using the SPSS program.

8. RESULTS

Table 1: The effective level of the set of Collaborative learning activities for enhancing English oral communication ability for Grade 10 students evaluated by the 3 Specialists. (n = 3)

No	Lesson plan title	Period (55 mins)	Collaborative technique	M	SD	Level
1	Real-Life Scenario	1	Role Play	4.67	0.14	Good
2	Group Storytelling	1	Think-Pair-Share	4.75	0.25	Very good
3	Debate Teams	1	Critical Debates	4.42	0.29	Good
4	Panel Discussions	1	Jigsaw	4.83	0.29	Very good
5	Problem Solving	1	TAPPS	4.58	0.29	Good
6	Interview and report	1	Three-Step Interview	4.58	0.38	Good
7	Peer Presentation	1	Concept Mapping	4.75	0.25	Very good
8	Group Discussion	1	Round Table	4.50	0.25	Good
9	Speed Networking	1	Talking Points	4.67	0.14	Good
10	Language Learning Games	1	Fishbowl	4.83	0.14	Very good
	Average			4.68	0.53	Good

Regarding Table 1: The average effective level of the set of Collaborative learning activities for enhancing English oral communication ability for Grade 10 students evaluated by the 3 Specialists was at the good level (M = 4.68, SD = 0.53).

Table 2: Wilcoxon Signed Ranks Test was conducted to compare the Pre-test score and the Post-test score of English oral communication ability of Grade 10 students at an international school in Bangladesh before and after implementing a set of Collaborative learning activities.

No	Time	n	M	SD	z-value	df	p
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1	Pre- test	58	26.72	2.04			
					6.64**	57	0.000
2	Post- test	58	27.25	1.89			

**p >0.01

Regarding Table 2: There was a significant difference in the Pre-test scores and the Post-test scores (z-value=6.64, sig=0.00) of English oral communication ability of Grade 10 students at an international school in Bangladesh before and after implementing a set of Collaborative learning activities. Hence, the Post-test scores were significantly higher than the pre-test mean score. The Alternative hypothesis was accepted.

Table 3: Comparison the Performance score of English oral communication ability of Grade 10 students at an international school in Bangladesh after implementing the set of Collaborative learning activities and the criteria of 70 percentage (scores=70.00/100) by using One-Sample Kolmogorov Test after participation the set of Learning Activities (n=58)

Assessment	n	M	SD	z-value	df	p
Performance test scores (Full score = 100)	58	76.33	3.73	0.14**	57	0.005

**p<0.01

Regarding Table 3: After analyzed by using One-Sample Kolmogorov-Smirnow Test, it was found that the Performance scores of English oral communication ability of Grade 10 students after participation the set of Collaborative learning activities of Grade 10 students at an international school in Bangladesh was significantly higher than the Criteria of 70% at the level of .01 (z-value=0.14, sig=0.005). The alternative hypothesis was accepted.

Table 4: Level of Student satisfaction with collaborative learning activities for enhancing English oral communication ability for Grade 10 students at an international school in Bangladesh.

No	Items	Level of satisfaction		
		M	SD	Level
1	I can organize my thoughts logically before speaking.	4.55	0.50	Very Satisfied
2	I use appropriate non-verbal cues (eye contact, gestures).	4.34	0.66	Satisfied
3	I feel that my oral communication skills have improved this month.	4.55	0.71	Very Satisfied
4	I can now express complex ideas in English more effectively.	4.29	0.68	Satisfied
5	Learning from my classmates helped me expand my vocabulary and use better sentence structures.	4.45	0.50	Satisfied
6	I feel more motivated to speak in English when working in small groups than in whole-class settings.	4.45	0.50	Satisfied
7	Collaborative activities allowed me to practice English in a relaxed and comfortable environment.	4.02	0.69	Satisfied
8	Working with my peers helped me improve my English pronunciation and fluency.	3.90	0.58	Satisfied
9	The group activities were relevant to real-world communication.	4.22	0.65	Satisfied
10	Working in groups encouraged me to speak more English.	4.40	0.70	Satisfied
	Average	4.32	0.44	Satisfied

Regarding Table 4, the average mean of the satisfaction with collaborative learning activities for enhancing English oral communication ability for Grade 10 students at an international school in Bangladesh was 4.32 (SD = 0.44) at the satisfied level.

9. DISCUSSION

The average efficiency of the set of Collaborative learning activities for improving English oral communication ability for Grade 10 was evaluated by the 3 Specialists at the good level ($M = 4.68$, $SD = 0.53$). The reason behind such a research result may lie in Scaffolding technique implementation for the development of these Lesson plans. Scaffolding technique is one of the techniques in teaching that helps students during the initial stage of learning and diminishes the level of assistance after becoming independent (Gonulal & Loewen, 2018). Consequently, due to the use of the scaffolding technique, teachers created a respectful, comfortable, and positive environment through the involvement of students in various language-learning activities (Parajuli, 2024). The scaffolding technique was consistent with Vygotsky's concept of Zone of Proximal Development (ZPD), which can be defined as the difference between the current level of development of the learner when working individually and the higher level of development when working collaboratively with peers or mentors or guided by the teacher. In addition, the research result was associated with the findings made by Chamani (2024) about the effect of teacher and peer scaffolding on the speaking skills of Iranian EFL learners. The results indicate that teacher and peer.

The post-test mean score of English oral communication ability in Grade 10 students from an international school in Bangladesh was significantly greater than the pre-test mean score following the application of the collaborative learning activities (z -value = 6.64, $\text{sig} = 0.00$). The reason for this finding in the research might be that collaborative learning is an effective teaching approach whereby peer interactions and collaborations are used to improve the achievement of the learners. Cress et al. (2021) explain that Collaborative learning is defined as one that is built on the principles of engagement, accountability as well as responsibility for collective problem solving. Sociocultural theory by Vygotsky of child development indicates that cognitive development takes place because of social interactions (Gowie, New South Wales, 2025). This finding is supported by that of Gul et al. (2024), who found that learners receiving instructions through collaborative language learning scored better compared to those receiving instructions through the traditional approach in terms of speaking and listening skills.

The average of the Performance of English oral communication ability of Grade 10 students at an international school in Bangladesh after employing the collaborative learning activities exceeded the criteria level of 70% (z -value = 0.14, $\text{sig} = 0.00$). This could have occurred due to the reason that the researcher designed the Performance test according to Nitko (2001), who stated that Performance test was the kind of assessment that offered a practical activity to a student and made use of the clearly set criteria to evaluate the level of how well the student performed the application determined by the learning target, and there were two sides of a student's performance that could be evaluated: the product created by a student and the process of completing the product. "Also, collaborative learning is based on Vygotsky's social constructivism theory. It was assumed by Vygotsky (1978) that social interaction plays an important role in the process of learning. The results of the study were in accordance with the results obtained by Bobier et al. (2025), who examined the connection between collaborative learning and the academic performance of senior high school students in English.

The level of student satisfaction with the application of collaborative learning activities for improving the English oral communication ability for Grade 10 students in an international school in Bangladesh was good ($M = 4.32$, $SD = 0.44$). The reason behind this research finding could be that collaborative learning activities ensure the mutual dependence of students in searching for knowledge, which makes the learning process more significant and exciting. Students learning in a group do not feel lonely and isolated from others. Students engaged in Collaborative learning are in a community where everyone helps each other (Ibrahim and Al-Taneiji, 2019). According to Shonfeld and Gibson (2018), students are happier and more satisfied while

adapting to Collaborative learning, as it facilitates the speaking skills of the students in the modern world of education. The results of this study supported those of Salih and Abdelameer (2022), who found out that Collaborative learning motivated students to analyze the ongoing conversation, interpret the information with the help of background knowledge, and thus understand oral communication.

9.1 New Knowledge

The set of the 10 selected Techniques of Collaborative learning activities for improving the English oral communication ability of Grade 10 students had a bearing on the English oral communication ability, the Performance of English oral communication ability, and Student satisfaction after the implementation of the set of the 10 selected Techniques of Collaborative learning activities for improving the English oral communication ability of Grade 10 students in an international school of Bangladesh.

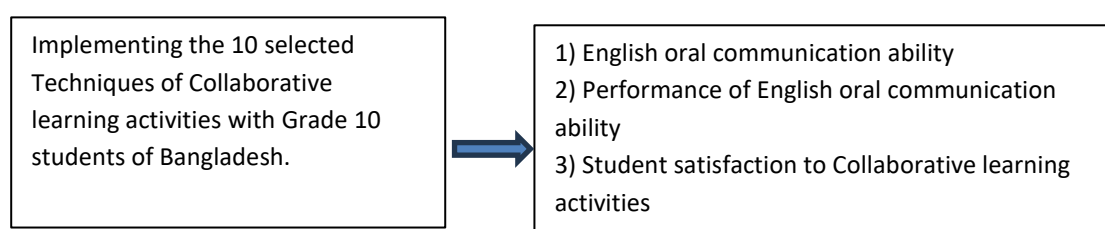


Fig. 1 New Knowledge

10. CONCLUSION

The majority of the Grade 10 students at an international school in Bangladesh found it difficult to communicate with clarity due to their problems in English oral communication ability. Application of the set of selected techniques of collaborative learning activities designed for enhancing English oral Communication ability, Performance of English oral communication ability, and the student satisfaction among the Grade 10 students in an international school in Bangladesh, the outcomes obtained strong empirical support for improving English oral communication ability of Grade 10 students in English by virtue of the set of collaborative learning activities associated with the sociocultural theory of Vygotsky, ZPD, and the Interaction Hypothesis.

11. RECOMMENDATION

11.1 Recommendation for policy for schools and educators

- In order to begin the process of collaborative learning successfully, teachers have to be well-prepared prior to starting collaborative learning in regard to tools for teaching and scoring sheets, as well as teaching plans and syllabuses.
- Teachers should form heterogeneous groups of students and allocate roles to individual members, so as to encourage mutual assistance between group members.
- Teachers should evaluate the quality of test papers in terms of difficulty, discrimination, and appropriateness of questions.
- Teachers can use praise and appropriate incentives in accordance with the needs of language learners in order to promote learners' learning interest and interactional learning.
- Teachers should develop collaborative tasks which explicitly encourage interaction between peers, including, for example, the allocation of roles or rotation of leadership in small groups.

11.2 Recommendation for future research

- More studies need to be done with a descriptive approach of observation need to be conducted in order to know whether these activities are carried out effectively.
- More research needs to be done about the long-term effects of oral collaboration activities.
- Research is needed to understand the relationship between Collaborative learning activities and retention.
- Future research on group dynamics and its relationship with the outcomes of learning should be carried out

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