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# Faculty of Education/ Janzour
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# The Effectiveness of Using Group Discussions Strategy To Develop Students Speaking Skill in EFL Classroom

A research project submitted to the Department of English in the Faculty of Education, University of Tripoli in partial fulfillment of the requirements for the degree of Bachelor in English.

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# Abstract

This study investigated the effectiveness of using group discussions in developing students' speaking skills. The main focus of the research was on the importance and effectiveness of employing group discussions as a strategy adopted by teachers to enhance students' speaking abilities. This study also addressed the difficulties and challenges students face during group discussions. Two research questions were formulated to explore the extent of the effectiveness of group discussions. A quantitative approach was used for data collection, and a questionnaire served as the research tool. The study sample consisted of 43 students to whom the questionnaire was administered in order to examine their views to towards using group discussion strategies in improving their speaking skills. The findings revealed that the use of group discussions among students helped in reducing anxiety, as well as encouraged idea sharing, overcame shyness, and contributed to the development and improvement of speaking skills along with boosting self-confidence. In addition, the study provided relevant recommendations on the topic.

# Acknowledgements

First and foremost, I dedicate this work to my beloved parents, whose endless love, support, and encouragement have been my greatest source of strength. Your sacrifices and belief in me have shaped who I am today. Thank you for always standing by my side through every challenge. To my brothers, sisters, to my dearest husband, my first supporter, my strength, and my constant source of encouragement, your words of encouragement and emotional support meant the world to me, especially during the hardest moments of this journey. To my dear friends and colleagues, thank you for being part of this unforgettable chapter. Your friendship, laughter, and motivation helped me keep going, and I will always cherish the memories we created together. A special thanks and deepest appreciation go to my supervisor, Dr. Zadama Al-Forjani, for her invaluable guidance, patience, and insightful feedback throughout the entire research process. Your support and academic advice played a vital role in completing this project. I also extend my heartfelt gratitude to the Faculty of Education – Janzour, for providing the learning environment and academic foundation that made this achievement possible. I am proud to be a part of this institution.

Finally, this work is dedicated to everyone who believed in me, supported me, and walked this path with me in one way or another. This accomplishment is not our work—it is shared with all of you.

**Contents**

# Chapter 1

# Introduction

## 1.1 Introduction

Speaking is one of the essential skills in language learning. It allows students to express their thoughts, opinions, and feelings. However, many students struggle with speaking fluently and confidently. This study aims to explore the strategies that teachers use to help students develop their speaking skill in the classroom.

In recent years, the importance of developing speaking skills in English as a Foreign Language (EFL) classrooms has been increasingly recognized. Speaking is a fundamental component of language learning, as it enables learners to express their thoughts, engage in meaningful interactions, and use the language in real-life contexts. Despite its significance, many EFL students struggle with speaking fluently and confidently due to limited opportunities for practice, low motivation, and a fear of making mistakes.

To address these challenges, educators have explored a range of instructional strategies, one of which is group discussion. This student-centered approach encourages learners to share ideas, negotiate meaning, and engage in collaborative communication. Group discussions not only increase students' speaking time but also help lower anxiety, boost confidence, and foster peer learning. Research has

Shown that group discussions can create a supportive and interactive classroom environment, where learners feel more comfortable using the target language and how communicative language teaching and interactive stratey like group discussions help create a supportive learning environment and encourage learners to use the target language more confidently.(Rodgers, 2014).

When creating group discussion in the classroom teachers can play an important role in guiding and facilitating discussions to ensure active participation and effective communication among studeants.

Given the potential benefits of this approach, the present study aims to examine the effectiveness of using group discussion as a strategy to enhance EFL students' speaking skills. Specifically, it seeks to explore how this method influences learners' fluency, accuracy, confidence, and willingness to speak in English

## 1.2 Statement of the problem

Despite the growing emphasis on communicative competence in EFL classrooms, many students still face significant challenges in developing their speaking skills. They often experience anxiety, lack of vocabulary, fear of making mistakes, and limited opportunities to practice speaking in meaningful contexts. Traditional teacher-centered approaches tend to limit students' active participation and do not provide sufficient interaction in English.

Group discussion, as a student-centere strategy,has been suggested as an effective method to enhance speaking skills by encouraging communication, collaboration, and peer support. However, in many EFL classrooms.

This strategy is either underused or not effectively implemented by teachers at faculty of education /Janzour. There is a need to examine how group discussions are used by teachers and whether this strategy truly contributes to improving students' speaking abilities**.**

## 1.3 Aims of the study

The main aims of this research are to:

·       To explore if group discussions help students speak more confidently and fluently.

 ·    To explore the difficulties students face during group discussions in EFL.

## 1.4 Research Questions

This research seeks to explore the following questions:

Q1.Do group discussions help students speak more confidently and fluently?

Q2. What difficulties do students face during group discussions?

## 1.5 Significance of the study

This study is important because it shows how group discussions can help students improve their English speaking skills in EFL classrooms. It can help teachers understand the benefits of using group discussions and encourage them to create more interactive and student-centered learning environments. The findings may also help students become more confident and active when speaking English, especially in group settings.

In addition, group discussions can reduce fear and anxiety, allowing students to speak more freely and gain confidence. As a result, students may improve their fluency, vocabulary use, and ability to express ideas clearly. Group discussions can help students speak better English in the classroom.

Many students feel shy or afraid to speak, but talking in groups can make them feel more confident and comfortable.

It also helps teachers understand a good way to help students practice speaking. Instead of only listening to the teacher, students can talk more and learn from each other.

The study can help schools and teachers make better speaking activities in class, and it may also help other researchers who want to study new ways to improve English speaking skills.

Group discussions give students a chance to practice speaking in a fun and friendly way, with their classmates.

## 1.6 Methodology of the study

This study employed a quantitative research design to investigate the effectiveness of using group discussion strategies to enhance students' speaking skills in EFL classrooms. The primary data collection tool was a structured questionnaire. This

questionnaire was aimed at all English language students at Faculty of education / Janzour.

# Chapter 2
# Literature Review

## 2.1 Introduction

In the field of language education, speaking is widely recognized as a crucial productive skill that directly reflects a learner's ability to communicate effectively in real-life situations.

Unlike receptive skills such as reading and listening, speaking requires learners to actively produce language, often spontaneously and in real-time. As such, the development of speaking skills is one of the primary goals of English as a foreign language instruction, especially in communicative and learner-centered classrooms.

The process of teaching speaking involves more than just encouraging students to talk. This chapter aims to provide a comprehensive overview of the literature related to speaking skill development in EFL contexts. The chapter then discusses the importance of speaking in second language acquisition and highlights common challenges faced by teachers when developing learners' speaking skills.

A major section is devoted to examining the group's discussions strategy that teachers use to enhance speaking

## 2.2 The Importance of Speaking

In English as a Foreign Language (EFL) classrooms, speaking plays a pivotal role in developing learners' overall language competence. Among the four language skills, it is the skill through which learners are able to express their thoughts, feelings, opinions, and needs in a foreign language, making it essential for successful communication in both academic and real-life contexts (Richards, 2008).One of the main goals of learning a second language is to be able to interact with others effectively. Speaking enables learners to participate in discussions, ask and answer

Questions, make presentations, and engage in collaborative activities (Brown, 2001).

In sum, speaking is a key indicator of language proficiency and a fundamental component of communicative competence.

Its importance in EFL/ESL contexts makes it essential for teachers to adopt effective strategies that support and encourage the development of this skill (Nunan, 1999).

## 2.3 Challenges in Teaching Speaking

Teaching speaking in EFL/ESL contexts presents numerous challenges for teachers, as it involves more than just encouraging students to talk.

The development of speaking skills requires a supportive environment, effective teaching strategies, and a keen understanding of learners' individual needs. However, several factors can hinder the teaching and learning of speaking in the classroom. One of the most common challenges is students' lack of confidence and fear of making mistakes.

Many learners feel anxious when speaking in front of others, especially in a foreign language. This anxiety can stem from a fear of being judged, limited vocabulary, or weak pronunciation skills (Tanveer, 2007). As a result, students may avoid speaking altogether, which limits their opportunities for practice and improvement. Limited classroom time is another major issue.

In such settings, classroom management becomes more challenging, and the noise level may discourage both students and teachers from engaging in interactive tasks (Richards, 2008).

In addition, a lack of exposure to authentic language use can hinder speaking development. Many students do not have access to English outside the classroom, which limits their listening and speaking practice. Without exposure to natural conversation models, learners may struggle with appropriate intonation, stress, and rhythm in speech (Gilakjani & Sabouri, 2016).

## 2.4 Group Discussion strategy

Group discussion is a structured conversation among several participants who share and evaluate ideas on a specific topic, aiming to reach a common

Understanding, generate solutions, or make collective decisions (Kumar, 2018). It involves verbal interaction, active listening, critical thinking, and the ability to express ideas clearly and respectfully

## 2.5 Importance of Group Discussion

Group discussion is an essential tool for learning, communication, and personal development. It helps participants improve their ability to think critically, communicate clearly, and listen actively. In a group discussion, individuals are exposed to diverse viewpoints, which broadens their understanding and enhances their analytical thinking (Sharma, 2019).

One of the most significant benefits is the development of speaking skills-participants practice organizing their thoughts, expressing opinions with clarity, and responding to others in real time, which boosts their confidence and fluency (Singh, 2020).

Moreover, group discussions foster teamwork and leadership abilities, as members learn to collaborate, respect Challenges Faced by Teachers in Creating

This imbalance can hinder the overall learning experience and marginalize quieter students. Another challenge is the variation in students' abilities and learning styles, which can make it difficult for teachers to engage all participants equally (Johnson & Johnson, 2009).

Teachers also face time management difficulties, as group discussions often take longer than expected, potentially disrupting the lesson plan (Alghamdi, 2014). Moreover, discussions may stray off-topic, reducing their educational effectiveness unless the teacher continuously redirects the conversation (Brookfield & Preskill, 2005).

Differing opinions, and sometimes take initiative to guide the conversation (Kumar, 2018). In academic and professional settings, group discussions are widely used to evaluate not just knowledge, but also communication skills, decision-making, and the ability to work under pressure.

Therefore, mastering group discussion techniques is vital for both personal growth and career success.


## 2.6 The challenges faced by teachers in creating group discussions

Group discussions are widely recognized as an effective teaching strategy that promotes critical thinking, communication, and collaboration. However, many teachers encounter significant challenges when implementing them in classrooms. One major issue is unequal student participation, where some students dominate the discussion while others remain passive due to shyness or lack of confidence (Brookfield & Preskill, 2005).

This imbalance can hinder the overall learning experience and marginalize quieter students. Another challenge is the variation in students' abilities and learning styles, which can make it difficult for teachers to engage all participants equally (Johnson & Johnson, 2009).

Teachers also face time management difficulties, as group discussions often take longer than expected, potentially disrupting the lesson plan (Alghamdi, 2014). Moreover, discussions may stray off-topic, reducing their educational effectiveness unless the teacher continuously redirects the conversation (Brookfield & Preskill, 2005).

## 2.7 Challenges Faced by Learners in Creating group discussions

While group discussions can foster collaboration and deeper understanding, learners often face a variety of challenges when participating in or initiating them. One of the most common issues is lack of confidence or fear of judgment, especially among shy or introverted students who may hesitate to speak up in front of their peers (Brookfield & Preskill, 2005).

Additionally, poor communication skills can limit the effectiveness of the discussion, as some learners may struggle to articulate their thoughts clearly or listen actively to others (Johnson & Johnson, 2009). Another challenge is the lack of preparation or background knowledge, which makes it difficult for students to contribute meaningful points to the discussion (Brookfield & Preskill, 2005).
Finally, unclear roles or objectives within the group can create confusion and reduce the quality of the discussion (Johnson & Johnson, 2009).

These challenges indicate that learners need both support and structure to participate effectively in group discussions.

## 2.8 Previous Studies
In order to provide a solid theoretical and practical background for the current study, this section reviews several previous studies that have investigated the use of group discussion as a teaching strategy in English as a Foreign Language (EFL) contexts.

Many researchers had conducted significant studies. One of those is a study conducted by (Ahmed & salem , 2020) under the title "The impact of using small group discussion Technique on Enhancing Student's Performance in speaking skill" Ahmed and salem's

study aims  to investigate the impact of using small group discussion technique on enhancing students' speaking skill in English language department at Faculty of Arts and Science Kufrah –Benghazi University.

 The review of relevant literature revealed that previous researchers presented the advantages of small group discussion technique in teaching English around the world. So, the researcher believed that the use of small group discussion technique might promote students' performance in speaking skill.

 Another study by (Mohammed & Lamessa et., 2025) their title is " Assessing Students' Perception of the Effectiveness of Group Discussion in Improving Speaking Skills" This study examines how university students perceive the role of group discussions in developing their speaking skills.

.In addition to the study conducted by (Ana & Abdul Gafur, 2024 ) entitled "Utilizing Group Discussion Technique in Developing Speaking Skill in an EFL Classroom".  This action research investigates the impact of group discussions on enhancing speaking skills among EFL students. The findings revealed notable progress in students' speaking performance following the use of group discussion strategies.

(Raden, 2024) demonstrates that structured group discussions greatly enhance university students' English speaking skills by boosting their fluency, accuracy, and confidence. When students regularly engage in guided conversations within a supportive group setting, they are exposed to a variety of vocabulary and sentence structures, which helps them practice and internalize correct language use. These discussions also create opportunities for students to express their thoughts freely,

receive constructive feedback from peers and instructors, and overcome their fear of making mistakes.

As a result, they gradually develop stronger communication abilities and feel more comfortable speaking English in both academic and real-life situations.These studies collectively emphasize the beneficial effects of group discussions on enhancing speaking skills in EFL environments. They offer important insights and empirical support for incorporating group discussion techniques into language learning programs.

## 2.9 Summary

This chapter provided an extensive review of the literature related to strategies that teachers use to develop speaking skills. This chapter also highlighted the significance of developing speaking skills and identified the most effective strategies and challenges in this area.

# Chapter 3
# Methodology

## 3.1 Introduction

This chapter outlines the methodology employed in this study to investigate the effectiveness of group discussion strategies in enhancing students' speaking skills in English as a Foreign Language (EFL) classrooms. The research design, data collection instruments, and procedures followed are detailed to provide a clear understanding of how the study was conducted.

## 3.2 Research Design

A quantitative research design was chosen for this study to objectively measure the impact of group discussions on students' speaking abilities. This approach allows for the collection and analysis of numerical data, which can be statistically analyzed to determine the effectiveness of the intervention.

The study focused on a sample of EFL students at Faculty of Education/Janzour who participated in group discussions as part of their language learning process.

## 3.3 Data Collection Instrument

The primary instrument for data collection in this study was a structured questionnaire. This questionnaire was designed to assess various aspects of students' speaking skills, including fluency, vocabulary usage, and confidence levels when speaking English.

The questionnaire consisted of closed-ended questions that required participants to rate their experiences and perceptions regarding group discussions. This format facilitated easy quantification and analysis of the data collected.

## 3.4 Questionnaire

This questionnaire used in this study aims to measure how effectively the group discussion strategy is used in developing the speaking skills of English as a Foreign Language. The questionnaire includes 17 questions covering the following several axes, namely

**1**. Demographic Information: This section gathered basic information about the participants, such as age, gender, and academic level.

**2**. Extent of use of group discussions:

 Whether the teacher uses this strategy along with the

number of times it is used in class.

**3.** The student's opinions and interaction with group discussions.

**4.** Benefits gained from this strategy.

**5.** Whether students feel that group discussions contributed to increasing their self -confidence while speaking

All questions are closed, and the answers are in the form of choices (yes, no, to some extent, never), which facilitates the statistical analysis of data

## 3.5 Procedure

The data collection process involved several steps:

**1.** Participants of the study:  EFL students have been volunteered from different classes to participate in the study. Approval was obtained from both students and parents when necessary

**2.** Administration of the Questionnaire: The structured questionnaire link was distributed online to establish a baseline measure of students' opinions of speaking skills and confidence levels.

### 3.6 Summary

In summary, this chapter presented the methodology utilized in this study to explore the effectiveness of group discussion strategies in improving EFL students' speaking skills. A quantitative research design was employed, with a structured questionnaire serving as the primary data collection instrument. The procedure outlined involved selecting participants, administering questionnaires, conducting group discussions, and analyzing the resulting data. The findings from this study aim to provide valuable insights into enhancing speaking skills through interactive and student-centered learning environments.

# Chapter 4
# Results & Discussion

## 4.1 Introduction

In this chapter, we will present the findings of the study regarding the effectiveness of using group discussion strategies to develop students' speaking skills in EFL classrooms. The results obtained from the questionnaires will be analyzed and discussed in relation to the research questions posed in Chapter 1.

 Additionally, we will address the challenges faced by students during group discussions and provide a summary of the key points discussed in this chapter.

## 4.2 Results of the Questionnaire

The data collected from the questionnaire administered to EFL students at the Faculty of Education/Janzour will be presented here. This questionnaire was completed by 43 students from the Faculty of Education at Janzour.

The questionnaire aimed to assess students' perceptions of their speaking skills, their experiences with group discussions, and the impact of these discussions on their fluency and confidence.

This questionnaire consisted of 17 questions directed to English language students to determine the extent to which the use of group discussion affects the development of speaking skills.

The questionnaire questions were as follows:

## 1. Background information of the participants

### Question 1/ which semester?

The answers to this question indicated that out of 43 students, 12 students (27.9% of all participants) were about to graduate, 8 students (18.6% of all participants) were in the fourth semester, 7 students (16.3% of all participants) were in the eighth semester, 5 students (11.6% of all participants) were in the seventh semester, 5 of them (11.6% of all participants) were in the fifth semester, and 4 students (9.3%) were in the sixth semester.

This indicates that most of the students who answered these questions are from advanced classes in the study.
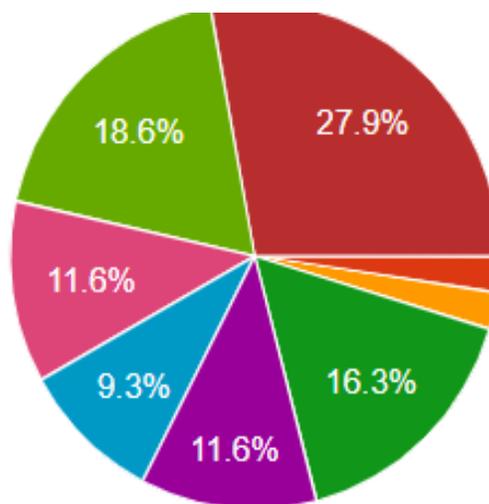
**Question 2/ Gender?**

The responses from 43 students indicate that 31 responses were from girls (74.4% of all participants) and 11 responses were from boys (25.6% of all participants). This question reveals that most of the answers were from girls.
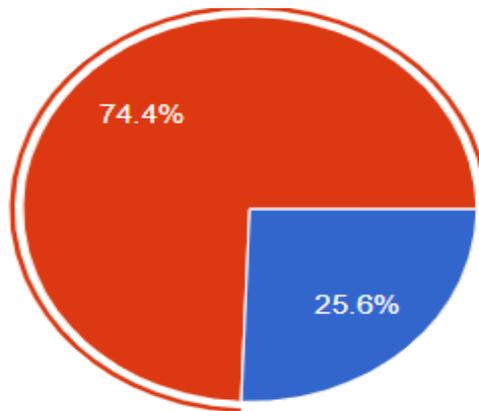


**Question 3/ Does your teacher use group discussions in classroom?**

The findings of the questionnaire revealed that   (83.7% of all participants) reported that their teachers   used group discussion in the classroom, and 7 students (16.3% of all participants) answered that their teachers did not use group discussion.
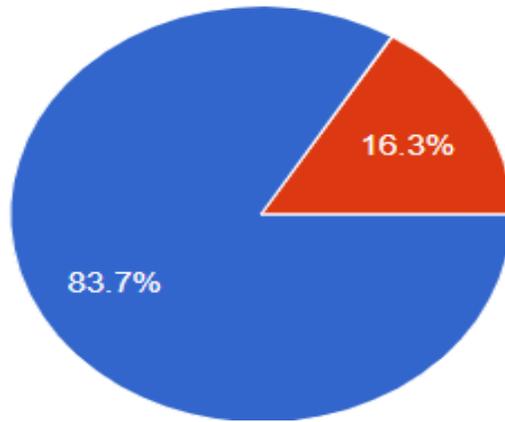
**Question 4/ how often are group discussions used in classroom?**

The answers indicate that 30 out of 43 students (69.8% of all participants) sometimes use group discussion, 8 students (20.9% of all participants) rarely use group discussion, and 9 students (9.3% of all participants) always use group discussion.

This question reveals that the majority of teachers did not use group discussion.
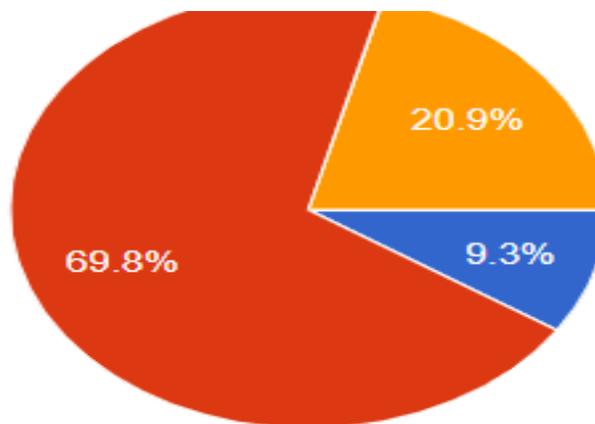
**Question 5/ Do you enjoy participating in group discussions?**

The responses indicate that 26 out of 43 students (60.5% of all participants) enjoy group discussion, and 15 students (34.9% of all participants) do not enjoy group discussion.

This question reveals that the majority of students enjoyed group discussion.
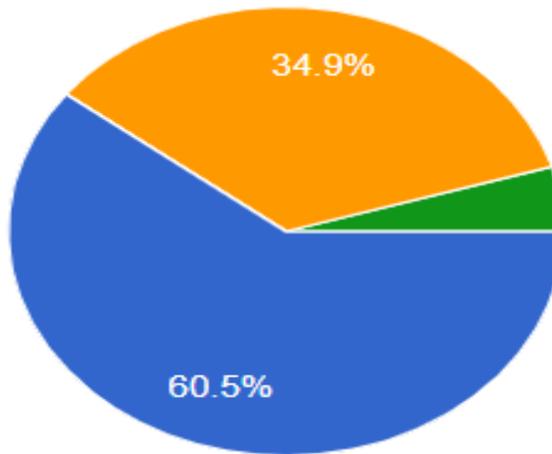


**Question 6/ do you think group discussions help you improve speaking skills?**

The answers indicate that 32 out of 34 students (76.7% of all participants) were helped by the discussion in improving their conversation skills, 6 students (14% of all participants) were not helped by the discussion in improving their conversation, and 3 students (7% of all participants) were not helped by the discussion at all.

This question reveals that the majority of students found discussion to help them improve their speaking skills.
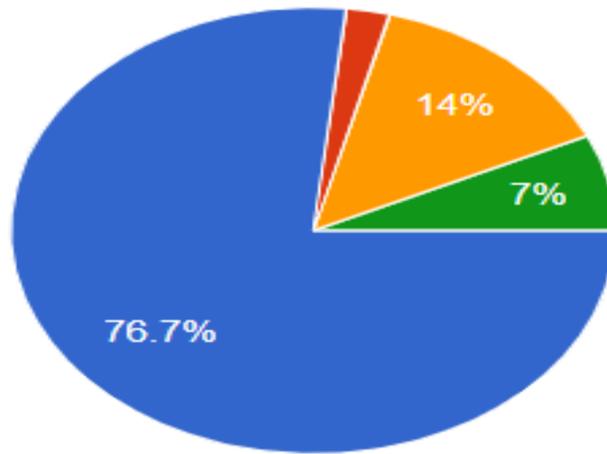
**Question 7/ Do you feel more confident when speaking English after participating in group discussions?**

The answers indicate that 34 out of 42 students (76.2% of all participants) feel confident after participating in the group discussion, and also 8 students (19% of all participants) do not feel confident after participating in the group discussion.

The result of this question reveals that most students feel confident after the group discussion.
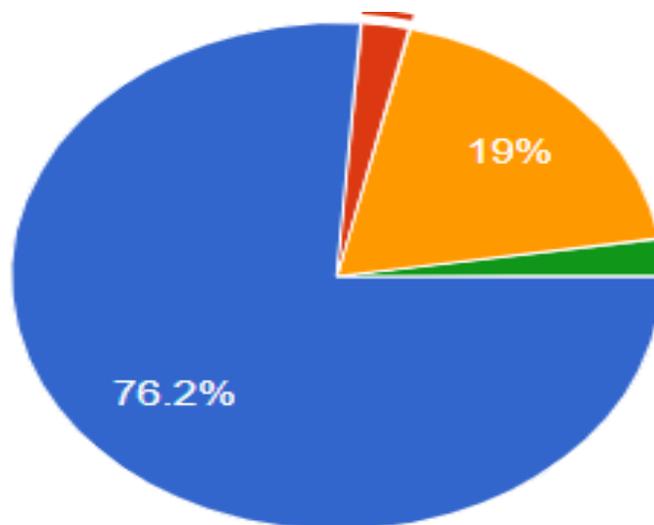
**Question 8/ Do you think this strategy increases your participation and interaction in class?**

These answers reveal that 29 out of 43 students (76.4% of all participants) believe that this strategy increases their interaction in the classroom, 8 students (20.9% of all participants) believe that this strategy increases their interaction to some extent, 3 students (7% of all participants) believe that this strategy does not increase their interaction.

These answers indicate that most students believe that this strategy increases their interaction
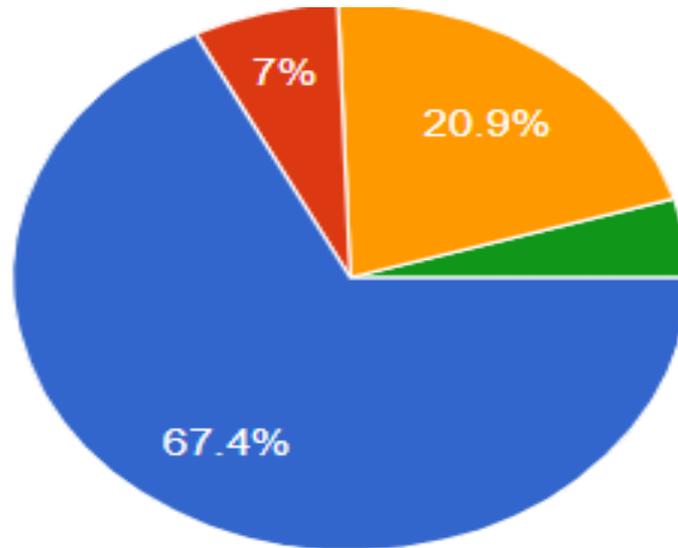


**Question 9/ do group discussions give you a chance to correct your speech mistakes?**

These answers indicate that 26 out of 43 students (60.5% of all participants) were given the opportunity to correct their mistakes by group participation, 8 students (18.6% of all participants) were given the opportunity to correct their mistakes to some extent by the discussion, 4 students (14% of all participants) were not given

the opportunity to correct their mistakes by group participation, and 3 other students were not given the opportunity to correct their mistakes at all.

These answers reveal that most students were given the opportunity to correct their mistakes through the discussion.
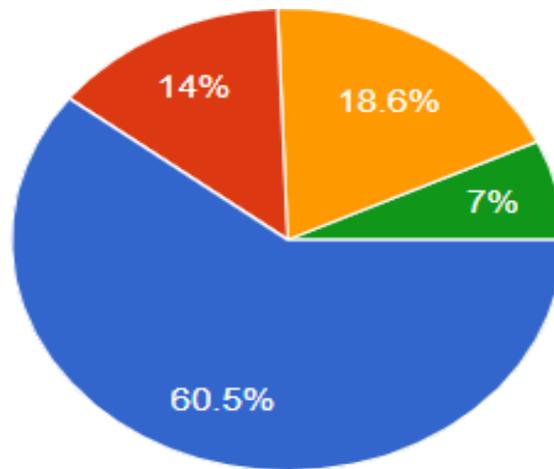


**Question 10/ Do you group discussion help you learn new words and expressions?**

The answers indicate that 31 out of 43 students (74.4% of all participants) were helped by discussion in learning new words and expressions, 6 students were not helped by discussion in learning new words, and 4 others were somewhat helped by discussion in learning new words.

These answers show that most students were helped by group discussion in learning new words and expressions.
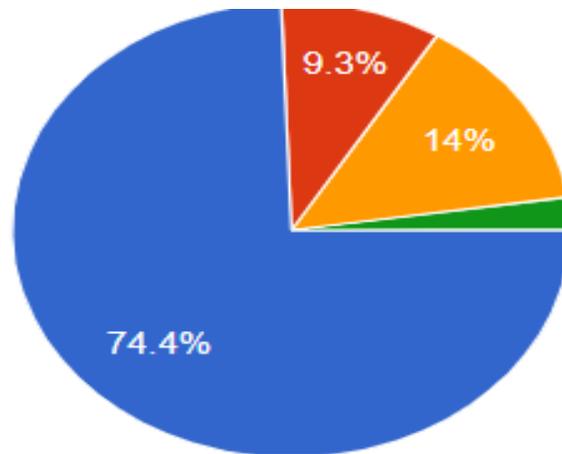
**Question 11/ do group discussions help you overcome shyness while speaking English?**

The answers to the questionnaire questions indicate that 23 out of 43 students (53.3% of all participants) were helped by group discussion to overcome their shyness when speaking in English.

While 12 students (27.9% of all participants) were helped by group discussion to some extent in overcoming their shyness when speaking in English, and 4 students (11% of all participants) were not helped by group discussion to overcome their shyness during conversation, and 3 others were not helped by group discussion at all in overcoming their shyness during conversation.

The results indicate that most students were helped by group discussion to overcome their fear of speaking English.
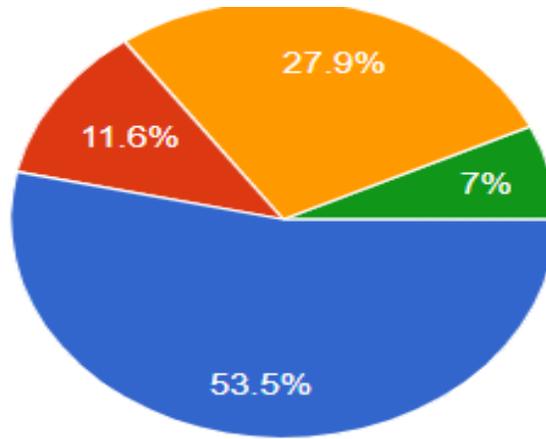
**Question 12/ Are excited to participate in group discussions within the class?**

The answers reveal that 33 out of 43 students (74.4% of all participants) are enthusiastic about group discussions in class, while 7 students are somewhat enthusiastic about class discussions.

The results show that most students are enthusiastic about group participation in the classroom.
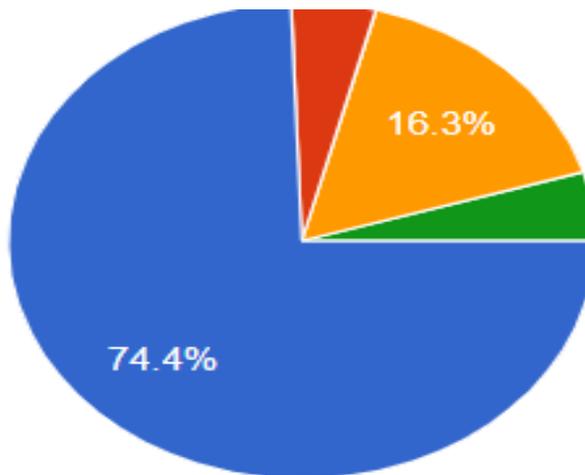


**Question 13/ Do you notice a difference in your ability to express in English after participating in group discussions compared to traditional lessons?**

The responses indicate that 23 out of 43 students (48.8% of all participants) noticed a difference in their ability to express themselves in English compared to traditional lessons, 15 students noticed some improvement in their speaking ability, while 5 students did not notice any improvement in their speaking ability.

The answers show that most students noticed an improvement in their ability to converse after the group tests.
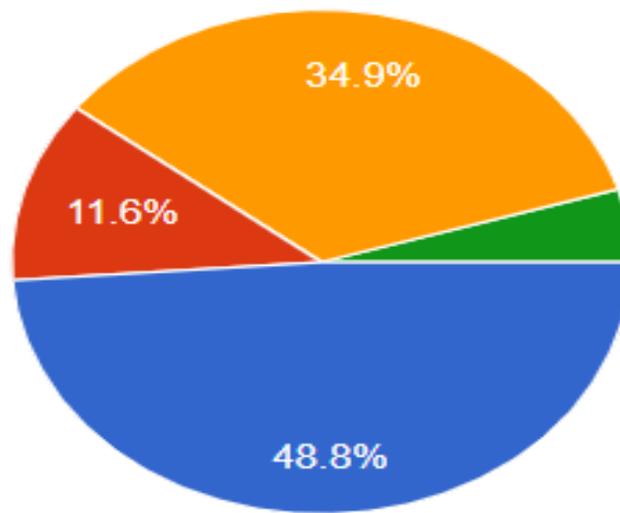


**Question 14/ Did you feel the group discussions contributed to increasing your self confidence while speaking?**

The answers reveal that for 28 out of 43 students (65.1% of all participants), the group discussion contributed to increasing their self-confidence, while for 13 students (30.2% of all participants), the group discussion contributed to some extent to increasing their self-confidence.
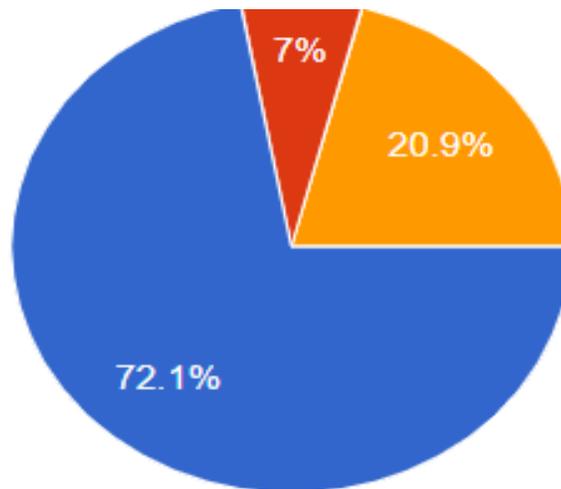
The results show that for most students, group discussion contributed to increasing their self-confidence.
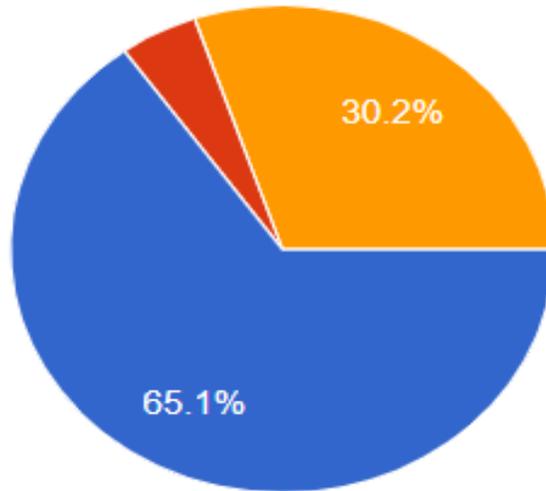
**Question 15/Compared to individual activities, do you think group discussions are more useful in improving speaking?**

The responses indicate that 31 out of 43 students (72.1% of all participants) believe that group comparison is more useful in improving the challenge, 9 students believe that it is useful to someone, while 3 students believe that it is not useful in improving the challenge.

These answers describe that most of the application believe that the collective discussion is more useful in improving the challenge

**Question 16/ if you use group discussions before, did you feel that group discussions contributed to increasing your self-confidence while speaking?**

The answers reveal that 27 out of 43 students (62.8% of all participants) felt that the group discussion contributed to increasing their self-confidence, 13 students (30.2% of all participants) felt that the group discussion contributed to some extent to increasing their self-confidence, while 3 students (7% of all participants) felt that it did not increase their self-confidence

The answers show that for most students, group discussion helped increase their self-confidence
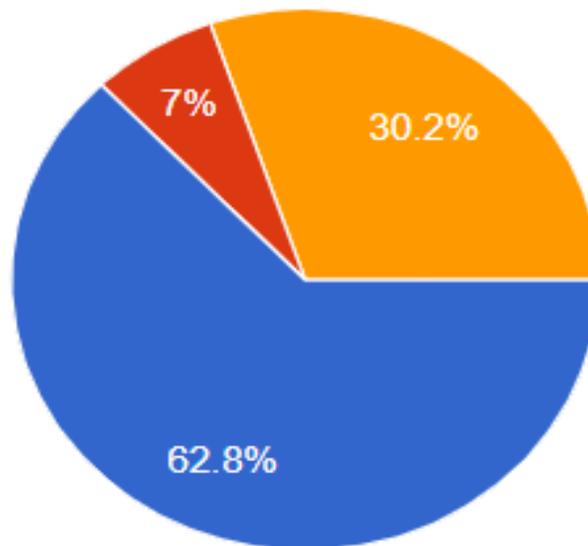


**Question 17/ Do you prefer to use group discussions as a way to develop speaking skills more than traditional methods?**

The answers reveal that 34 out of 43 students (79.1% of all participants) prefer group discussion as a way to develop speaking skills more than traditional methods. 6 students somewhat prefer group discussion as a way to develop speaking skills, while 3 students do not prefer group discussion as a way to develop speaking skills.

The result shows that most students prefer group discussion as a way to develop speaking skills.
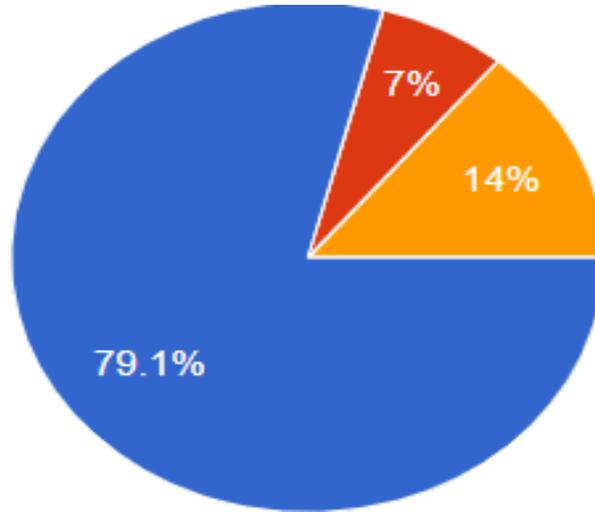


## 4.3 Summary of the Chapter

In summary, this chapter has presented the results of the study regarding the effectiveness of group discussion strategies in enhancing EFL students' speaking skills. The findings indicate that group discussions can significantly improve students' confidence and fluency when speaking English. However, challenges such as anxiety, limited vocabulary, and group dynamics must be addressed to maximize the benefits of this strategy.

The insights gained from this study highlight the importance of creating a supportive classroom environment where all students feel encouraged to participate actively in discussions.

Moving forward, it is essential for educators to implement strategies that mitigate these challenges, such as providing vocabulary support and fostering inclusive group

dynamics, to ensure that all students can benefit from group discussions in their language learning journey.

# Chapter 5
# Conclusion and Recommendation

## 5.1 Conclusion

Speaking is a vital skill in language learning, allowing learners to express themselves and engage in meaningful communication. However, many EFL students continue to struggle with fluency and confidence due to factors such as anxiety, lack of motivation, limited vocabulary, and insufficient practice opportunities. This study aimed to explore how group discussions can be used as an effective classroom strategy to enhance students' speaking skills.

The findings highlight that group discussions not only provide learners with more opportunities to speak but also help reduce anxiety, build confidence, and encourage peer collaboration.

When implemented effectively, this student-centered approach shifts the focus from teacher-led instruction to interactive learning, fostering a more dynamic and supportive environment. Psychological factors—such as motivation, self-efficacy, and parental support—also play crucial roles in influencing students' willingness and ability to speak in English.

Despite some challenges in identifying and addressing psychological barriers, the research supports the idea that group discussions can positively impact learners' fluency and confidence. Therefore, it is essential for educators to design engaging speaking activities, create low-anxiety classrooms, and receive training on facilitating effective

group discussions. By doing so, teachers can empower students to participate more actively in the learning process and ultimately improve their English speaking skills.

several challenges were identified that may hinder the full potential of group discussions. These include language-related issues such as limited vocabulary, psychological factors like anxiety and fear of making mistakes, and social dynamics within groups that may restrict equal participation.

## 5.2 Limitations of The Study

While this study provides valuable insights into the effectiveness of group discussions in enhancing EFL students' speaking skills, several limitations must be acknowledged. First, the study faced challenges in fully isolating the impact of group discussions from other variables influencing speaking performance, such as individual learner differences, prior language exposure, and classroom environment. Psychologically factors like anxiety and self-confidence, although discussed, were not measured with standardized tools, limiting the depth of analysis regarding their impact.

Additionally, language-related issues such as limited vocabulary and fear of making mistakes were recurring barriers that could not be entirely mitigated through group discussions alone. The social dynamics within discussion groups—such as dominant students overshadowing quieter peers or uneven participation—also posed difficulties in ensuring equal speaking opportunities for all learners.

Moreover, the study was conducted in a specific educational context, which may affect the generalizability of the findings to other settings with different cultural, linguistic, or institutional characteristics.

Finally, the relatively short duration of the intervention may not have allowed sufficient time for more lasting improvements in fluency and confidence to develop. Future research should consider longitudinal studies, employ mixed methods for deeper psychological assessment, and explore additional scaffolding strategies to support all learners during group discussions.

**5.3 Recommendations**

Despite the fact that this study highlighted the practices and perceptions of students with regard to the importance of using group discussion in improving students' speaking ability in the Faculty of Education in Janzour city, it can be said that the findings obtained from the questionnaire cannot be generalized due to the small number of students who volunteered.

However, the following recommendations can be offered:

**1. Encourage More Group Discussions In the Classroom.**

Since a large percentage of students (74.4%) found group discussions helpful in learning new words and expressions, teachers should incorporate more structured group activities in their lessons to enhance vocabulary acquisition**.**

**2. Use Group Discussions to Build Confidence.**

With 81.2% of students (23 fully helped + 12 somewhat helped) reporting improvement in overcoming shyness while speaking, group discussions should be used regularly as a tool to increase students' speaking confidence in a low-pressure environment**.**

**3. Monitor and Support Less-Responsive Students.**

Although the majority benefited, a small portion did not notice improvement or felt no help from discussions. Teachers should provide additional support or adjust group dynamics to ensure all students benefit.

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