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**The Implementation of Collaborative Learning Method in
Speaking Classes at the Faculty of Education, Janzour**

A Graduation Project Submitted to the Department of English
at Janzour College of Education

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Dedication

This work is lovingly dedicated to everyone who loves us, to everyone who supported us, and to everyone who believed in us. Your encouragement and faith gave meaning to this journey and made this achievement possible.

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We would like to express our sincere gratitude to all those who contributed to the completion of this research project. First and foremost, we would like to thank our supervisor, Dr Nisreen Altarhoni, for her valuable guidance, continuous support, and constructive feedback throughout the different stages of this work. Her expertise and encouragement played a crucial role in shaping this study.

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Special thanks go to our families for their endless love, patience, and moral support during our academic journey. Their encouragement gave us the strength to overcome challenges and remain motivated.

Abstract

This study investigates the use of collaborative learning in speaking classes, focusing on students' and teachers' perceptions, the challenges faced during its implementation, and the strategies used to deal with these challenges. The main objectives of the study were to explore attitudes toward collaborative learning, identify the difficulties encountered in speaking classes, and examine practical strategies used by lecturers to overcome them. A mixed-method research design was adopted to collect the data. Students' perceptions were collected through an online questionnaire, while lecturers' perceptions, challenges, and strategies were explored through structured interviews. The findings revealed generally positive perceptions of collaborative learning, as it was found to enhance students' speaking skills, increase participation, boost confidence, and promote meaningful interaction in speaking classes. However, challenges such as mixed proficiency levels, dominant group members, large class sizes, and assessment difficulties were also identified. Overall, the results show that collaborative learning is an effective approach for teaching speaking when it is implemented with appropriate planning and supportive strategies.

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CHAPTER ONE

Introduction

1.1. Introduction

This chapter presents the background of the study, statement of the problem, significance of the study, research objectives, research questions and limitations.

1.2. Background of the Study

English is widely known as the global language used for communication, education, business, and technology. It connects people from different countries and cultures, allowing them to share ideas and access information easily. Today, knowing English is very important for success in school, work, and participating in the global community. Most scientific research, technology, and international businesses are conducted in English, so learning the language gives people more opportunities for study and work.

In Libya, the Ministry of Education oversees English teaching at all levels: primary, secondary, and university. Teachers try to develop listening, speaking, reading, and writing skills. However, Teachers tend to focus more on reading and writing skills, while speaking and listening are often less practised, and exams mostly test written skills. As a result, students may find speaking and listening more difficult, especially in professional situations.

Speaking is a key skill in today's competitive job market to succeed in fields like education, research, science, business, and technology. People

need strong English and communication skills. Memorising vocabulary is not enough for fluency. Students must be able to understand and respond quickly and confidently to communicate well.

One way to improve speaking skills is using learner-centred teaching strategies. A very effective approach is collaborative learning, which encourages students to participate actively and work together. Over time, educators have explored different methods to improve communication and learning. Cooperative learning is one such method. It focuses on teamwork, where students help each other and take responsibility for learning together.

Cooperative learning became popular in the 1960s and 1970s. At that time, teachers used small group work without calling it collaborative or cooperative learning (Johnson & Johnson, 1999, 2021; Gamson, 1994). Today, these methods are still important in language classrooms because they help students share ideas, interact and improve their speaking skills more effectively.

1.3. Research Problem

The primary goal of learning a new language is effective communication. However, in Libyan schools, language teaching often focuses mainly on reading and writing, while listening and speaking skills are largely neglected. Moreover, this neglect of speaking skills has led to various problems faced by university students in speaking classes, as well as their weak ability to participate and express themselves effectively. Therefore, it is essential for teachers to understand how to effectively incorporate speaking practice into the classroom. In addition, teachers

often face difficulties in providing equal learning opportunities for all students, especially in large classes where not every student gets the chance to participate. Thus, the principle of collaborative learning is introduced to give more opportunities to students in speaking classes, which would enhance their spoken proficiency.

1.4. Significance of the study

This Study explored the use of collaborative learning to enhance speaking. Generally, teachers in speaking classes find it difficult to give all students an equal opportunity to participate. However, Arta (2018) claimed that more speaking opportunities arise while using the collaborative learning method. In addition, this method does not only benefits learning but also promotes pedagogical practice, which is extremely important in the field of education. "CL means incorporating new perceptions into prior knowledge and designing construction pedagogically" (Nur, Butarbutar, 2022, p.380). Consequently, the result of this study could benefit the academic progress of learners by utilising collaborative learning to improve their speaking skills. Since CL assists learners in being confident, motivated, and engaged during speaking tasks, it reduces anxiety and promotes their fluency. On the other hand, this study is invaluable to the teachers who want to apply the collaborative learning method in their speaking classes by providing empirical information from the participants' perceptions about the impact of this method. Furthermore, lecturers proactively address potential challenges that teachers face while implementing collaborative learning in their speaking classes and provide possible solutions to overcome them

as much as possible through different strategies. This study also benefits other researchers who are interested in the area of collaborative learning and teaching speaking. Thus, they could study this method from different perspectives and areas. Moreover, curriculum designers could benefit from the study to improve the speaking curriculum by blending more collaborative learning strategies, which would create learner-centred classrooms.

1.5. Objectives of the study

- To explore the perceptions of lecturers and students regarding the use of collaborative learning in speaking classes.
- To identify the main challenges lecturers encounter when implementing collaborative learning in speaking classes.
- To investigate possible strategies that can help lecturers overcome the challenges of implementing collaborative learning in speaking classes.

1.6. Questions of the study

- What are the perceptions of lecturers and students towards the use of collaborative learning in speaking classes?
- What challenges do lecturers face in implementing collaborative learning in speaking classes?
- What strategies can help lecturers overcome the challenges of applying collaborative learning in speaking classes?

1.7. Limitation of the study

The study aims to examine the use of collaborative learning to enhance speaking skills in the English Department at the Faculty of Education, Janzour. It explored the perceptions of the students and lecturers towards the usage of this method. Hence, data were collected through a questionnaire from 60 students. On the other hand, eight lecturers were interviewed to explore their perceptions of CL, identify the difficulties of utilising it, and find out the strategies to overcome those difficulties. The study sample pertains to the English Department at the Faculty of Education, Janzour only. Thus, the results may not apply to other generalised contexts. Furthermore, this research is restricted to studying this method in speaking classes only. Thus, the use of this method in other skills is not included.

CHAPTER TWO

Literature Review

2.1. Introduction

This chapter discusses the review of related articles and sources about the use of the collaborative learning method. It outlines the definition, the benefits of the implementation of this method, the challenges, strategies to overcome those challenges, and a review of previous studies.

2.2. Definition of collaborative learning

It is a modern teaching strategy that focuses on students' interaction and participation in the learning process. It allows learners to work together, exchange ideas, and build knowledge collectively. This approach encourages active engagement and peer support, making learning more meaningful and dynamic.

According to Laal and Ghodsi (2012), "Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product" (p. 487). The definition shows that collaborative learning is about teamwork and reaching learning goals. Similarly, the International Handbook of Collaborative Learning (2013) explains that collaborative learning involves two or more learners actively participating in tasks that are designed to foster interaction, discussion, and joint knowledge construction. This approach stresses that students work together toward shared learning goals and build understanding collectively rather than individually.

In both cases, the core principles of collaborative learning are clear: active student participation, meaningful interaction, and working toward common objectives are central to the approach.

2.3. Definition of cooperative learning

Cooperative learning is an instructional approach that organises classroom activities into small groups so that students work together to maximise both their own and each other's learning (SERC Pedagogic Service, 2006; Jolliffe, 2007). As mentioned in Bounar's study (2017), cooperative learning is a learning strategy which is strongly recommended to be the improvement of performance and achievement among the students in different subjects of language and it produce positive social outcomes (Salvin, 1995).

2.4. The Difference between Cooperative and Collaborative Learning

Although both cooperative and collaborative learning involve students working together, they differ in structure and the teacher's role.

In cooperative learning, the teacher organises students into groups and assigns specific roles or tasks to each member. It is usually more structured and teacher-centred. In contrast, collaborative learning is less structured and more student-centred; learners share responsibility and work together to construct knowledge through discussion and interaction.

According to Oxford (1997), cooperative learning is typically teacher-directed, whereas collaborative learning allows students to take responsibility for their own learning.

2.5. Theoretical background

The foundation of the collaborative learning method mainly relies on Vygotsky's beliefs about learning, particularly language learning. Vygotsky's sociocultural theory, according to Lightbown & Spada (2013), is a cognitive development in language that occurs as a result of social interaction, as cited by Mitrevski (2023). Furthermore, Vygotsky's (1978) social development theory ensures the role of communication and interpersonal skills in the learning process, gaining knowledge and meanings that appear through social interactions, as cited by Alzubi, Nazim & Ahamad (2024). Therefore, it enhances the concept of learning by exchanging knowledge between the students to gain deeper learning experiences, which reflect on their outcomes. Moreover, Vygotsky (1978) asserts the importance of the teacher's role to promote effective interaction and communication in learning in his proximal development zone, which ensures that individuals are passive to solve problems without guidance (cited by Babiker& Ibrahim, F, 2021). Additionally, other scholars such as John Dewey and Jean Piaget emphasised the significance of social interactions in the learning process, arguing that learning is not an isolated process, but a compound and energetic one that has the interference of cognitive, social, and emotional factors, as cited by Yang (2023). Thus, CL supports its effectiveness through such social theories.

2.6. Benefits of collaborative learning in enhancing speaking skills

Collaborative learning is a crucial method in teaching foreign languages. According to Harmer (2007), there are many benefits to grouping students for teaching and learning the English language. (Yang, 2023) stated that CL has been widely identified as an effective and efficient means of facilitating meaningful and definitive interaction among students and teachers, as well as among learners themselves (as cited by Homagai, 2024). The implementation of collaborative learning has been recommended for its benefits in creating a communicative environment, reducing anxiety, and enhancing self-confidence and motivation.

Providing a Communicative Environment

(Harmer, 2007) stated that group work significantly improves students' speaking abilities and provides them with more opportunities to express their viewpoints. Furthermore, CL creates a more communicative environment, which is essential for improving language learning. (Richards, 2006) The Communicative Language Approach Theory argues that people learn languages by communicating in it. (Smith & Mac Gregon, 1992) reported that the CL environment provides social interaction and typical engagement for the target, and that is when learning occurs. In addition, Homagai (2024) claimed that "It (collaborative learning) offers more opportunities for learners to practice speaking and develop language skills through authentic communication and interaction with peers".

Reducing Anxiety

Moreover, CL reduces anxiety among students, which is one of the problems that disturbs them while speaking. Jaya et al.(2022) stated that the difficulties when speaking in ESL or EFL are usually psychological problems like anxiety, nervousness and fear of making mistakes. According to Wesbrook (2011), learners feel comfortable encountering speaking tasks with their partner and feel free to interact and be aware of mistakes among them. In addition, Dornyei (2002) mentioned that CL provides social support from peers, which decreases anxiety while speaking in front of others and enhances cooperation. Additionally, Aini et al.(2022) mentioned that applying collaborative learning as a teaching technique in classroom activities is one of the strategies to overcome students' speaking anxiety.

Enhancing Motivation and Self-Confidence

The benefit of using collaborative learning in classes is that it enhances students' motivation to be engaged in the learning activities (Laal&Ghodsi, 2011). Therefore, applying the CL method in classrooms leads to great academic success (Seng, 2006). Furthermore, (Yang, 2023) stated that CL motivates students by providing a supportive and interesting learning environment. He also mentioned that group work provides a sense of fraternity, shares success, takes commitment for learning, sets goals and monitors their progress, which led to the development of entire motivation. In addition, students' self-confidence increases due to the reduced anxiety and increased speaking opportunities (Briggs, 2014, as cited by Homagai, 2024). (Anwar,2016) illustrated that students feel better about themselves when there is positive encouragement from peers, which motivates them to believe in their speaking abilities. Consequently, CL enhances students' communication

through increased opportunities, which results in reducing anxiety that leads to self-esteem and confidence (Homagai, 2024).

2.7. Challenges in implementing collaborative learning in speaking classes

Collaborative learning can have several challenges, including:

1. Unequal Participation and Group Domination:

Many students find it difficult to work effectively in groups because participation is often unequal. Some learners tend to depend on others, while more proficient or confident students dominate group discussions, limiting others' opportunities to participate. This domination may cause weaker or passive students to remain silent and disengaged from speaking

2. Learners' Affective Factors (Shyness, Fear, and Lack of Confidence:

Shy and less confident students often struggle to express their opinions during collaborative speaking tasks. Fear of making mistakes, being laughed at by classmates, or receiving negative evaluations from teachers discourages learners from active participation. According to Bounar (2017, p.26), "Shyness is a common problem that many learners suffer from when they are required to speak in the classroom".

3. Differences in Language Proficiency and Academic Levels:

Variation in students' academic and language proficiency levels creates several challenges in collaborative learning. Stronger students may dominate discussions, while weaker learners remain passive. Additionally, differences in proficiency often lead to communication problems, misunderstandings, and mispronunciation among group

members, which negatively affect group interaction and speaking development.

4. Classroom Management and Time Constraint:

Teachers face difficulties in managing collaborative learning activities, especially in large classes. Organising groups, controlling noise, managing time, and ensuring fair assessment for all students are challenging tasks. Helin Bicen and Maria Amini (2025, p.20) noted that “Teachers struggle with ensuring equal participation, maintaining English as the target language, and managing group dynamics”. Similarly, Gillies and Boyle (2010, p.933) reported that although teachers have positive attitudes toward cooperative learning, many lack sufficient professional training, making effective implementation and time management difficult.

5. Large Class Size and Noise:

Large class sizes often reduce students’ opportunities to participate actively in speaking activities. Blatchford et al. (2007) found that learners in large classes tend to remain passive listeners. Moreover, noise generated during group work can distract students, reduce concentration, and negatively affect the learning process.

2.8. Strategies to Overcome the Challenges

The following points present some ways to overcome these challenges.

1. Training and Skill Development:

Students should be trained in teamwork, communication, and problem-solving skills before engaging in group tasks. Because training helps learners collaborate more effectively.

2. Using Appropriate Assessment and Fair Evaluation:

Teachers should use both individual and group assessments to ensure fairness and motivate every student to actively contribute to collaborative activities.

3. Create a Supportive Learning Environment:

Gillies (2007) suggests that teachers should create a supportive classroom environment where shy or less confident learners feel safe to express their ideas. Similarly, (Juhana, 2006 as cited by Bounar, 2017) mentioned that It is very important for the teachers to inform their learners that they should not worry about mistakes because they learn a foreign language; it is normal if they make mistakes.

4. Enhancing Classroom Conditions for Collaborative Activities:

Universities should provide suitable classrooms for group learning with a small number of students to make the learning and understanding process easier.

5. Enhancing Students' Motivation:

Motivation is a key factor in successful language learning, as motivated learners tend to show higher levels of perseverance, concentration, and enthusiasm when developing new language skills (Dörnyei & Ushioda, 2020). Therefore, enhancing students' motivation is essential to ensure active engagement in collaborative learning.

6. Designing Effective Tasks and Group Structures:

Teachers can form effective groups by considering students' gender, level, class size, and by providing them with interesting topics to discuss.

7. Speaking Practice and Interaction:

Providing regular opportunities for students to practice correct pronunciation and intonation, and to speak freely, can help resolve communication challenges and improve group interaction. Meilasari et al (2023) noted that the teachers incorporated cooperative learning into speaking activities using group investigations. Additionally, students were encouraged to interact with others through group work, providing them opportunities to practice speaking fluently during discussions and presentations.

8. Teacher Monitoring:

In the teaching context, monitoring refers to continuously checking how students are progressing and evaluating the methods being used in the classroom. (Monitoring students' progress,2023).

2.9. Previous studies

Many studies have been conducted on collaborative learning in teaching due to its role in developing language skills. A study was conducted in 2017 by Mrs Bounar under the title of "Enhancing Students' Speaking Skill Through Cooperative Learning". The research aims were exploring the difficulties of speaking among EFL learners, finding out what is collaborative learning, examining if teachers are aware of collaborative learning and how the method affects speaking skills. The researchers utilised two questionnaires for both students and teachers.

The result showed that 90% of the students answered that the method helped them to develop their oral performance. On the other hand, all the teachers agreed and confirmed that collaborative learning enhanced and developed students' speaking skills.

A study took place in Sweden titled "Teachers' Beliefs on Collaborative Learning for Primary EFL Students". The study was conducted in 2025 by Bicen, H. and Amini, M. Their purpose was to investigate the teachers' perspectives and beliefs toward the use of collaborative learning in EFL classrooms. Moreover, it explored the challenges that educators might face in utilising this method in their classes. This qualitative research used semi-structured interviews with teachers to collect the data. The findings indicated that collaborative learning encouraged language development, student interaction and student engagement. Furthermore, some challenges were indicated in implementing this method; for example, time management, group dynamics and managing equal participation. In addition, it accentuates the importance of scaffolding and strict preparation by the teachers to implement successful collaborative learning classes.

R.M. Gillies and M. Boyle (2008) conducted a study in Australia, which was titled "Teachers' reflections on cooperative learning: Issues of implementation". The purpose of the study was to report on the teachers' perceptions of collaborative learning implementation. In particular, it aimed to investigate the teachers' perceptions of how the method worked and what difficulties they experienced. The data were collected through semi-structured interviews and were analysed thematically. The findings

revealed that all teachers have a positive experience with CL. The second part's findings reported that the difficulties they experienced were related to the interaction problems that occurred in the groups, time management, and class management, which are required to implement CL. Other issues that challenged the teachers were putting students in groups according to matters such as gender, ability, friendship, and the type of task needed to motivate students. Therefore, all teachers confirmed that preparation was needed to manage a successful collaborative learning experience. Furthermore, they used informal, self and group presentation assessments to facilitate the assessment process.

CHAPTER THREE

Research Methodology

3.1. Introduction

This chapter explains the methodology of the research, including the research design, the participants, the instruments and data collection procedures that the researchers chose in order to answer the questions that are raised in this study. It also provided an overview of the procedures of data analysis.

3.2. Research design

The research design adopted in this research is a mixed-method approach, aiming to explore and understand the implementation of collaborative learning to teach speaking skills at the English department. The study used both quantitative and qualitative approaches to gather comprehensive data. As highlighted by Bhuvanasri et al (2025), quantitative research focuses on gathering numerical data and applying statistical analyses. It is structured and objective, aiming to identify patterns, test hypotheses, and measure outcomes. In contrast, qualitative research seeks to examine social meanings, personal experiences, and group interactions by employing open-ended data collection methods such as interviews, focus group discussions, and participatory techniques.

3.3. Participants

The participants of this study were students from the department of English who were taking different courses on speaking skills. A total of

60 students participated in answering the questionnaire questions. The participants were 55 females and 5 male students, aged between 18 and 26 years. Moreover, this study involved eight lecturers from the English department who were teaching speaking skills of different levels. It is important to note that there are five different speaking subjects taught in the department, such as Speaking 1, 2, 3, 4 and Speaking for academic purposes. Among the lecturers, 6 were females, and 2 were males involved in this research.

3.4. Instruments

To gather the required data for this study, the researchers used a variety of tools to ensure a comprehensive understanding of the perceptions of students and teachers about the use of collaborative learning in speaking classes, the challenges encountered by teachers and students and the ways to overcome such challenges.

1. Questionnaire:

A questionnaire was distributed to the students to gather their opinions and perceptions of collaborative learning. A mixed-method questionnaire was used, including both closed-ended and open-ended questions, in order to collect a comprehensive understanding of students' perceptions of the use of this method.

Closed-ended questions provided students with fixed response options, such as multiple-choice items or rating scales, which supported data organisation and quantitative analysis (Cohen et al, 2018). In contrast," open-ended questions allowed students to express their views in their own

words without being restricted to predefined options, similar to essay or short-answer questions" (Hyman & Sierra, 2016, p. 2).

This combination allowed for the collection of both numerical data and detailed qualitative information. The questionnaire consisted of 11 closed-ended questions and 1 open-ended question.

2. Interview:

Structured interviews were conducted with eight lecturers to gain insight into lecturers' perceptions about the use of collaborative learning, the challenges that lecturers face in implementing this method and the techniques to overcome such challenges. These interviews also provided qualitative data to support the findings. The interview consisted of four questions, and the interviews were conducted using a mixed format, including both face-to-face and online sessions.

3.5. Data Collection Procedure

As previously pointed out, the researchers employed two instruments: a questionnaire and a structured interview to collect the data. Firstly, the questionnaire was created in a Google form and distributed online on the English Department's Facebook page and other relevant Facebook groups between October 23rd and November 12th. To illustrate, the questionnaire was adapted from Shamsul Hoque et al. (2025). It consists of 13 mandatory questions and one optional open-ended question. The 13 mandatory questions contain two age and gender questions, two multiple-choice questions, and nine yes or no questions. Sixty students answered the mandatory questions, while 41 students answered the open-ended question. Secondly, eight speaking lecturers were interviewed using a

structured interview, which consisted of 4 questions. Thus, three interviews were conducted face-to-face at the Faculty of Education, Janzour, and they were recorded. However, the other five interviews were conducted online by voice messages on the Messenger application due to the busy schedules of the lecturers. Moreover, the interview took about 7 to 12 minutes to answer the four questions. Additionally, they ranged between November 1st and November 23rd.

3.6. Data analysis procedure

A mixed-method approach was utilised to answer the questions of the research. Therefore, the quantitative data was collected through an online questionnaire, which was analysed using the statistical tools provided by Google Forms, such as percentages and graphs. Numerical analysis was utilised to summarise the students' perceptions of collaborative learning. In addition, the qualitative data which was collected through the interview was analysed using thematic analysis; moreover, the lecturers' responses were transcribed and then coded to identify frequent ideas and to reveal themes of their perceptions, challenges and suggestions to overcome the challenges of collaborative learning.

CHAPTER FOUR

Results

4.1. Introduction

This chapter discusses the results obtained from the students' questionnaire and lecturers' interviews. The questionnaire aims to answer the research question about the students' perceptions of the use of the collaborative learning method in speaking classes. Furthermore, the lecturers' interview aims to answer the research questions about their perceptions, challenges and strategies to overcome those challenges.

4.2. Results of the Questionnaire

4.2.1. The ages of participants:

Ages	Number of Respondents	Percentage
18-20	25	41.66%
21-23	31	51.66%
Above24	4	6.6%

Table (4:1). Ages of students.

We found that more than half of the participants are 21 - 23 (51.66%), the average age of participants is 18 – 20[41.66%], and the others are above 24 [6.66%].

4.2.2. The gender of participants:

Gander	Number of Respondents	Percentage
Female	55	91.7%
Male	5	8.3%

Table (4:2). Gender of students

Through this question, we found that the number of females is 91.7% (55 females), and the number of males is 8.3% (5 males).

4.2.3. Students' preferences in speaking classes:

What do you prefer in speaking classes?
60 responses

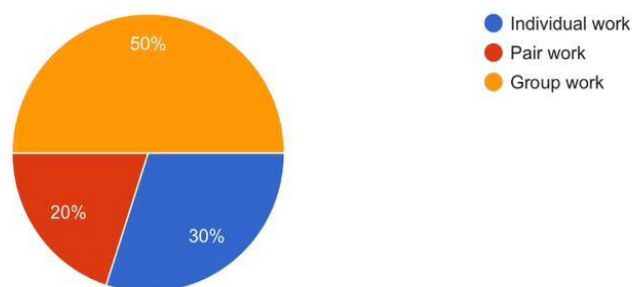


Chart (4:3). Students' preference in speaking class

The results demonstrated that approximately half of the participants agreed that they prefer doing group work in speaking classes. Moreover, nearly 30% [18 students] of the respondents prefer doing individual work. In contrast, 20% [12 students] prefer doing pair work.

4.2.4. helping students feel more confident:

Working in groups has helped me feel more confident expressing my ideas verbally.
60 responses

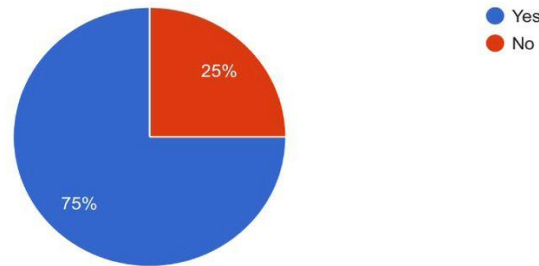


Chart (4:4). helping students feel confident

Most of the students [75%] agreed that working in groups helped them feel more confident. However, some of them, 25%, reported that they did not feel confident when they work in groups.

4.2.5. Improving speaking:

I believe my speaking skills have improved as a result of participating in group discussions.
60 responses

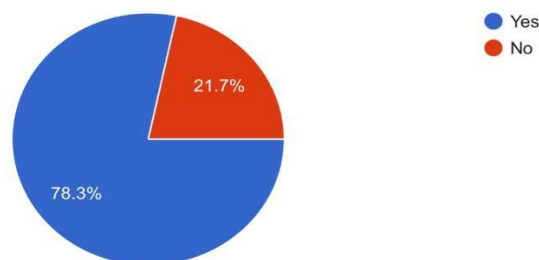


Chart (4:5). Improving speaking

Regarding participation in group work discussions, it was shown that the majority of the respondents, with a percentage of 78.3%, held the opinion that group work improved their participation and interaction in

the class. However, only 21.7% answered that group work discussions did not have a great impact on improving their speaking skills.

4.2.6. Feeling more comfortable speaking in front of others:

I feel more comfortable in speaking in front of others after engaging in group discussions.
60 responses

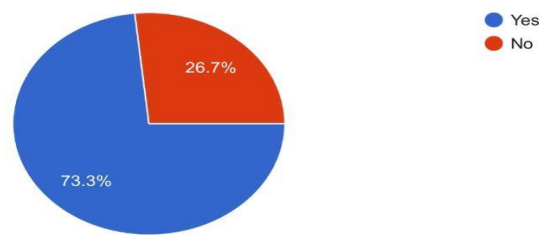


Chart (4:6). Feel comfortable speaking in public

Most of the respondents (73.3%) answered that group work made them feel more comfortable speaking in front of others, whereas only 26.7% responded that these group work discussions did not make them comfortable in speaking classes.

4.2.7. Active listening and thoughtful responding:

Group discussions have encouraged me to listen actively to others' viewpoints and respond thoughtfully.
60 responses

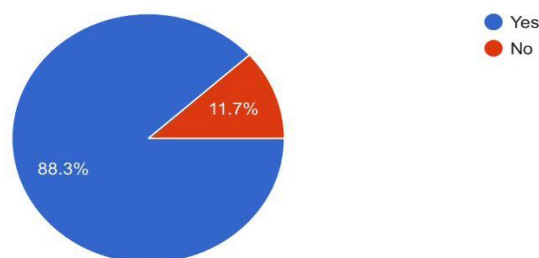


Chart (4:7). Active listening and thoughtful responding

The majority of the students, with a percentage of 88% agreed that group work in speaking classes encouraged their ability to listen to others' viewpoints and respond kindly to what has been discussed. However, the minority with the percentage of 12% denied that group discussions could encourage them to listen actively and respond thoughtfully.

4.2.8. Vocabulary development and language proficiency:

Participating in group discussions in speaking classes has expanded my vocabulary and language proficiency.
60 responses

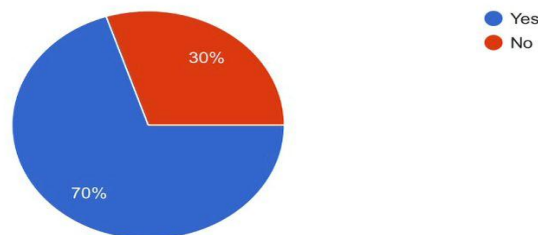


Chart (4:8). Vocabulary development and language proficiency

Most students 70% agreed that group discussions expanded their vocabulary and improved their language proficiency. In comparison, 30% disagreed and believed that participating in group discussions neither improves their vocabulary nor their language proficiency.

4.2.9. Fear of speaking in public:

Do you feel group discussion has helped you to overcome your fear of speaking in public?
60 responses

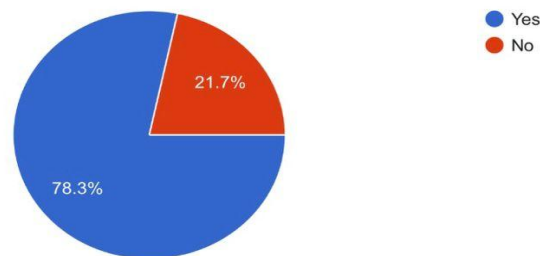


Chart (4:9). Fear of speaking in public

The majority of the respondents, with a percentage of 78% believed that group discussions helped them to overcome the fear of speaking in public. However, a minority of students, 22%, did not agree that group discussions helped them to decrease the level of anxiety and fear of speaking in public.

4.2.10. Receiving feedback from partners to improve speaking:

Group discussion helps me receive feedback from my group to improve my speaking.
60 responses

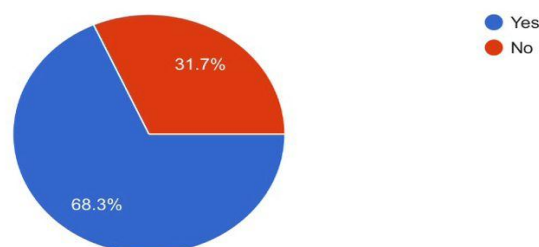


Chart (4:10). Receiving feedback from partners to improve speaking

More than half of the students, with a percentage of 68% of the participants, agreed that discussions in groups helped them receive

constructive feedback from their classmates, which would in turn enhance their speaking. On the other hand, some of the respondents, with a percentage of 32% disagreed with the idea and believed that group discussions never helped them receive feedback that promoted their speaking.

4.2.11. Dominant group discussion members:

Do you find that your classmates talk more than you in group discussions?
60 responses

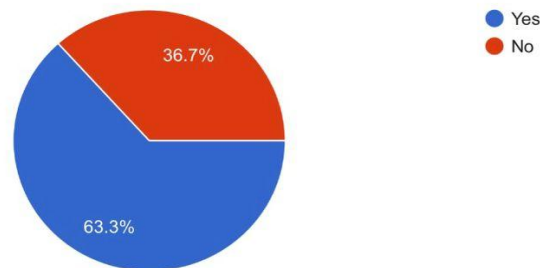


Chart (4:11). Dominant group discussion members

More than half of the respondents 63% found that they had dominant classmates who would speak more in group discussions, while 37% of them did not find dominant classmates in their speaking group discussions.

4.2.12. Convincing others with opinions:

Do you find it difficult to convince your classmates of your opinions?
60 responses

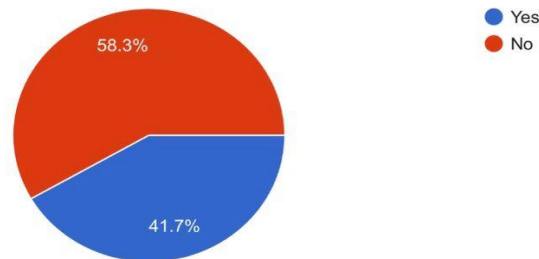


Chart (4:12). Convincing others with opinions

About half of the students, 58% did not find any difficulties in convincing their classmates of the opinions they recommended in group discussions. However, about 42% of them found it difficult to convince their classmates of their opinions.

4.2.13. Facing problems in group work:

Do you face any problems working in groups?
60 responses

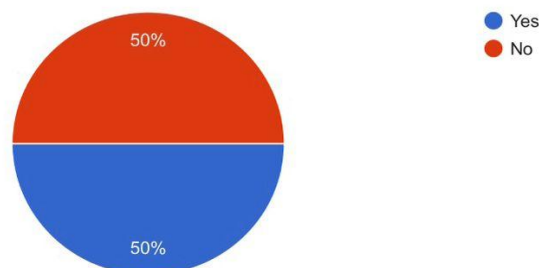


Chart (4:13). Facing problems in group work

Half of the students, 50% reported that they faced problems while working in Groups; however, the other half 50% answered that they did not have any problems in group work.

4.2.14. The result of the open-ended question:

Students' responses to the open-ended question, "What are the problems that you face working in groups in speaking classes?" revealed several challenges. The most frequently reported problem was differences in students' language proficiency levels, mentioned by 30% of the students. Differences in opinions and conflicts were reported by 20%, while 18% of students mentioned a lack of respect or ignoring others' ideas. Issues such as shyness, anxiety, and nervousness were noted by 15%, and unequal participation or dominance by some students was reported by 18%. Other challenges included limited vocabulary (10%) and laziness or poor preparation of some students (10%). On the other hand, a small number of students (8%) reported that they did not face any particular problems during group work.

4.3. Results of the Interview

The following section summarises the findings obtained from the interviews conducted with the eight lecturers. It is important to note that the lecturers' identity was kept hidden in order to keep the results confidential. However, the interviewees were given labels from (A to H) to refer to their responses.

4.3.1. Lecturer's perceptions towards the use of collaborative learning in speaking classes:

From the results of this question, it can be stated that lecturers had a positive attitude towards the use of collaborative learning in speaking classes. All interviewed lecturers shared the same viewpoint that implementing collaborative learning in speaking classes is highly effective. Moreover, lecturers D and H emphasised that participating in group work assisted students in reducing anxiety. Lecturer A mentioned that the collaborative learning provided more opportunities for students to speak, share ideas, and learn from each other. In addition, lecturer E believed that collaborative learning promotes students' performance and is more suitable for large classes. According to lecturer B sometimes, group learning (student-centred) could be better than teacher-centred learning.

4.3.2. Difficulties that face lecturers in implementing collaborative learning:

In implementing this method, lecturers faced several difficulties. Most of them (B, C, F, H and G) agreed that differences in students' skills can be a significant challenge. Lecturer H mentioned that limited resources were also a major challenge. Lecturers B and E stated that large class sizes made it hard to manage speaking activities. Lecturer D pointed out that keeping students motivated can be difficult, as some students participated more than others.

4.3.3. Difficulties in evaluating students through collaborative speaking classes:

Lecturers were asked if they found any difficulties in evaluating students during collaborative speaking classes. Most of the lecturers (A, B, C, E, F, G and H) agreed that there are some challenges in assessing students. The most frequently mentioned challenges were that the lecturers miss some students' conversations in large classes, and the unmotivated or low-level students have fewer opportunities during the discussions, which affects their assessment. Lecturer B identified that "evaluation is very critical in speaking". With a few exceptions, lecturer D did not find any difficulties in evaluating two or three students together at the same time.

4.3.4. Strategies to overcome the difficulties of collaborative speaking classes:

Lecturers mentioned various pedagogic strategies to overcome the challenges that could arise while implementing collaborative learning in speaking classes. Grouping the students suitably was one of the most common strategies identified by lecturers (G, B and C). Therefore, lecturer C found that grouping students with mixed-level members was the best way. Lecturers (F, A and C) believed that giving steady rules and clear instructions while guiding the class to inform them about what was expected in order to keep the groups focused. For evaluating students, lecturer C preferred individual assessment after the discussions, while lecturer E used group presentation at the end of the discussions to maintain objective evaluation, but lecturer F said " Sometimes, I use peer evaluation forms where group members assess each other's contributions, which encourages accountability and gives me additional insights".

Lecturers (H and C) stated that extra monitoring during collaborative learning tasks could solve the problem of dominant and unmotivated students; however, lecturer D said, "I give keywords to be used in collaborative discussion, which motivate students to talk". Moreover, lecturers (E and F) assigned specific roles to each group member to avoid unequal participation and dominant group members. Furthermore, lecturer C asks for suitable classes with movable chairs to solve the seating problem.

CHAPTER FIVE

Discussion

5.1. Introduction

This chapter presents the rationale explanations for the results in relation to the previous studies. It is presented in the same order as the research objectives.

5.2. Students' perceptions toward collaborative learning

The majority of students in this research context prefer working in groups of more than two members, which maintains a motivated interaction environment that promotes the learning process and increases their confidence to participate in speaking tasks. An equal preference was reported in Mrs Bounar's (2017) study, which revealed that most participants have a positive attitude towards group work. She stated that "Group work allows students to cooperatively employ their points of strength to overcome their weaknesses, which enhances their self-confidence and motivation" p. 54. Moreover, most of the students who participated in this study agreed that CL improves their speaking skills and enhances their language proficiency as it involves more interaction with others to exchange knowledge. The latter findings were also supported by Bounar (2017), who stated that students showed the importance of CL, which helps to enhance speaking skills, offers chances to correct each other, helps to be more sociable and reduces the fear of speaking in public.

5.3. Lecturers' perceptions toward collaborative learning

The findings of this study provided valuable insights from lecturers who implemented CL in their speaking classes. All the lecturers confirmed that CL is an effective method in speaking classes and it promotes students' performance. Lecturer (F) mentioned, " I believe collaborative learning can significantly enhance the effectiveness of speaking classes and lead to more meaningful language practice". Similar results were shown in both (Bounar, 2016) and (Bicen, H. and Amini, M, 2025) studies. Bican and Amini reported that CL promotes language learning, particularly in speaking and listening. Additionally, Bounar's study found that the entire sample agreed that CL enhances the students' speaking skills. The Lecturers mentioned that collaborative learning reduces the anxiety that students encounter while speaking, which led to more participation among students in the speaking tasks. As stated by the lecturer (H), " Of course it (collaborative learning) reduces their anxiety, I also see collaborative learning as a great chance that promotes my students' interpersonal and soft skills, and it also increases their enthusiasm for speaking practice". Therefore, the previous findings were affirmed by Bounar (2016), who highlighted that CL improves the students' participation, assists them in overcoming shyness and anxiety due to the effectiveness of working in groups and enhances their self-confidence and motivation, which consequently improves oral performance. Furthermore, one of the significant perceptions that was reported is that collaborative learning enhances communication between students; therefore, they exchange ideas, share knowledge and improve their academic level. Lecturers (E and C) mentioned that collaborative

learning involves students communicating and interacting with each other, while lecturer (F) emphasised the idea by saying:

” I think implementing collaborative learning in speaking classes is a great idea because it encourages students to engage with each other, share ideas, and practice language skills in a realistic and supportive setting..... Collaborative learning allows students to learn from one another's strengths and perspectives, which is particularly valuable in a language class where peers can model natural conversation".

This point of view clarifies the role of this method in enhancing students' learning level. Similar findings were found by (Bican & Amini,2025), their participants stated that "students learn better when interacting with peers, as they can clarify misunderstandings and support each other in using the target language" p 25. To sum up, the lecturers' perceptions ensure the validation of utilising collaborative learning methods in speaking classes.

5.4. Students' challenges toward collaborative learning

The result of the questionnaire showed many challenges that students face when they work in groups. First, students face difficulty in convincing others of their opinions. Thus, it is difficult to convince all students of one's opinion, and many learners have mentioned this problem, because students have different ideas and thoughts. The previous study also agreed with our findings, as Bounar (2017) mentioned that "In large groups or in the entire class, when any learner has given his or her view, everybody else can agree or disagree" p 29. Second, unequal participation is one of the most common challenges that

students face when they work in groups, because some students prefer controlling the tasks and do not give a chance for others to participate. These findings were noted in previous studies. According to Bicen & Amini (2025), "Equal participation turned out to be one of the key challenges identified by the teachers" p 29.

5.5. Lecturers' challenges toward collaborative learning

The results show that many students tend to dominate the group by imposing their own ideas and limiting others' participation. This may be due to differences in personalities and confidence levels among students. In the lecturers' interviews, several lecturers also mentioned that group domination is a common issue. Lecturer F identified that " More proficient or extroverted students may dominate the discussions, while shy or less confident students might not engage as much". In addition, lecturer G mentioned that confident and clever students often take control of classroom activities, while the quieter ones remain silent. He explained that this creates an unfair imbalance, as all students should have equal opportunities to participate. These findings are consistent with previous studies that highlighted the problem of unequal participation and dominating group discussions during collaborative learning. Bounar (2017) indicates that most group members depend on one person to complete all the tasks, while the others simply add their names, pretending they contributed to the work collaboratively.

Another challenge teachers face when they are implementing this method is that students have different levels. In many groups, stronger or more proficient students tended to complete tasks more quickly, while

weaker students remained passive. Moreover, all lecturers agreed that the level difference is the main issue. According to lecturer G, " One of the main and most obvious issues is the level of the students we have, different levels. There are smart, confident and shy students". Previous studies have also shown that differences in students' abilities often affect the overall effectiveness of group work. According to Bicen & Amini (2025), grouping students according to similar academic abilities helps create the best environment for effective peer support. Furthermore, the results highlighted an additional problem, which is the difficulty of managing groups in large classes. It is also difficult for the teacher to listen to every student, and it is even more challenging to explain the information to all of them effectively. As reported by lecturer B, "The most challenging things are the place and the number of students, so if you have a large class of more than twenty students, it will be difficult to deliver such collaborative work and check students' performance". These results align with previous studies which Blatchford et al (2007), as cited in Bounar (2017), agreed that large class size is a major issue because students become less active in speaking with the teacher. In such classes, students often spend most of the time only listening and are rarely selected to participate. On the other hand, students in smaller classes tend to collaborate more effectively with the teacher. The last challenge is evaluating students during working in groups. Teachers also reported that it is hard to see who is actually doing the work in group tasks, making it difficult to identify students who do not participate. As noted by Bicen & Amini (2025), although group work encourages students to participate more comfortably, it limits the teacher's ability to evaluate each learner individually.

5.6. lecturers' strategies for effective collaborative learning

The findings of the current study showed that teachers apply several strategies to overcome challenges during collaborative learning. One of the key strategies reported by the interviewed teachers is grouping students in a way that allows lower-achieving learners to benefit from interaction with peers of higher or medium ability. According to the teachers, mixed-ability grouping promotes peer support, enhances participation, and helps less proficient students develop their speaking skills through observation and guidance. This view is consistent with the findings of Webb, Nemer, Chizhik, and Sugrue (1998, as cited in Gillies & Boyle, 2009), who found that low-ability students benefit from working in groups with peers of medium or higher ability, as such interaction provides opportunities for scaffolding and support. However, this finding contrasts with the study by Bicen and Amini (2025), which recommended grouping students according to similar proficiency levels, such as placing levels 1 and 2 together and levels 3 and 4 together, while avoiding mixing the lowest and highest levels due to the significant proficiency gap. Overall, these findings show that good group formation is important for successful collaborative learning.

Another key strategy is giving clear rules for collaborative learning activities. Assigning specific roles to each group member—such as leader, note-taker, or timekeeper—ensures that everyone has a clear responsibility and contributes effectively to the task. Additionally, designing tasks with clear goals and providing detailed instructions helps students understand exactly what is expected, keeping groups focused and organised. This approach creates a structured learning environment, promotes accountability, and facilitates smooth collaboration even in

larger classes. Previous research by Bicen and Amini (2025) similarly emphasised that clear rules and well-defined roles help maintain focus, prevent misunderstandings, and support effective group participation.

Providing linguistic support is another highly effective strategy that helps students initiate thinking and opens opportunities for starting collaborative discussions. This includes giving students key words, prompts, and sentence starters, which guide even unmotivated students on how to begin their discussions. Teacher D highlighted during the interviews that providing keywords enabled students to know how to start the discussion, increasing their confidence and participation. Previous research by Bicen and Amini (2025) also emphasised the importance of linguistic support in helping learners overcome language barriers during collaborative tasks. This kind of support helps students communicate better and improves their overall language development.

Teacher monitoring emerged as an essential strategy in supporting collaborative learning. By circulating around the classroom, observing student interactions, and providing formative feedback whenever necessary, teachers ensure that students remain on task and receive guidance to improve their learning outcomes. Continuous supervision helps identify difficulties early and promotes meaningful collaboration. This aligns with findings from Bicen and Amini (2025), who highlighted that teacher involvement is crucial in maintaining group engagement and supporting individual accountability.

Finally, peer support and collaborative evaluation play a vital role in effective group learning. Encouraging students to help each other, share knowledge, and actively participate promotes balanced participation, reduces the gap between students of different levels, and increases confidence and engagement. Teacher F stated "Sometimes, I use peer

evaluation forms where group members assess each other's contributions, which encourages accountability and gives me additional insights. For evaluation, I combine group assessments of the final product or performance with individual assessments of language skills, and I include criteria on collaboration, communication, and problem-solving". Previous research by Bicen and Amini (2025) similarly highlights that peer support and structured evaluation contribute to effective and productive collaboration. Likewise, Gillies and Boyle (2009) emphasised the importance of using both formative and summative assessment, including peer and individual evaluation, to enhance students' participation and achievement during cooperative learning.

CHAPTER SIX

Conclusion

6.1. Introduction

This chapter discusses the summary of important findings, recommendations for teachers and students regarding the implementation of collaborative learning and suggestions for further research in this area of study.

6.2. Summary

This research paper contributed to the implementation of collaborative learning in speaking classes from different sides. Firstly, it explores the perceptions of students and lecturers about the utilisation of the CL method. Secondly, it identifies the challenges encountered by lecturers while implementing this method. Finally, it investigates the strategies used by the lecturers to overcome those challenges. The researchers utilised a mixed-method approach to collect the data. Therefore, the perceptions of students were gathered through an online questionnaire; however, the lecturers were interviewed to gain a deep insight into their perceptions, challenges and strategies used while implementing the CL method. The findings express a positive perception toward CL. Students prefer working in groups, which creates a motivated learning environment and increases confidence. Additionally, they believed that CL enhance speaking skills and language proficiency through positive interaction; Nevertheless, they found some challenges, such as convincing others with opinions, dominant classmates and low levels of group members. On the other hand, lecturers agreed that CL is an

effective method to teach speaking, which reduces anxiety, raises participation, enhances self-confidence and increases beneficial interaction to exchange knowledge among students. However, lecturers encountered some difficulties while implementing the CL method; for instance, dominant group members, variable students' level, large classes and evaluation difficulties. Furthermore, the results provided some strategies to overcome the challenges that arise while implementing the CL method. Lecturers suggested that combining members of different levels, giving clear rules, providing linguistic support, monitoring essentially and using peer or group evaluation are helpful strategies. The findings were compared to the study of Bounar (2017), who observed similar results, which confirm that collaborative learning is effective in improving students' speaking skills. Besides, more teachers' perceptions, challenges and strategies of implementation were connected to the results of (Bicen & Amini, 2025) and (Gillies & Boyle, 2009) studies.

6.3. Recommendations

1. Teachers should use collaborative learning regularly to help students develop confidence in group work.
2. Teachers should avoid traditional speaking methods and adopt more effective approaches that encourage communication.
3. Teachers should implement the method according to well-planned objectives to achieve the desired outcomes.

4. Teachers should evaluate each student based on their actual performance within the group, taking into account their individual contribution to collaborative activities and tasks.
5. Students should participate actively in group activities and avoid remaining silent during discussions.
6. Students should respect different opinions and learn how to disagree politely during group work.

4.6. Future Researches

1. The use of collaborative learning in writing classes among university students.
2. The use of collaborative learning among primary school students.
3. The relation between collaborative learning and gender preferences among university students.
4. The effects of collaborative learning on students' speaking proficiency among high school students.
- 5- The relation between collaborative learning and speaking anxiety among university students.

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Questionnaire Appendices

1. Age

.....

2. Gender

Male

Female

3. What do you prefer in speaking classes?

individual work

pair work

Group work

4. Working in groups has helped me feel more confident in expressing my ideas verbally.

yes

No

5. I believe my speaking skills have improved as a result of participating in group discussions.

Yes

No

6. I feel more comfortable in speaking in front of others after engaging in group discussions.

Yes

No

7. Group discussions have encouraged me to listen actively to others' viewpoints and respond thoughtfully.

Yes

No

8. Participating in group discussions in speaking classes has expanded my vocabulary and language proficiency.

Yes

No

9. Do you feel group discussion has helped you to overcome your fear of speaking in public?

Yes

No

10. Group discussion helps me receive feedback from my group to improve my speaking.

yes

No

-Second part challenges

11. Do you find that your classmates talk more than you in group discussions?

Yes

No

12. Do you find it difficult to convince your classmates of your opinions?

Yes

No

13. Do you face any problems working in groups?

Yes

No

14. What are the problems that you face working in groups in speaking classes?

.....

Interview Appendices

1. What do you think about implementing collaborative learning in speaking classes?
2. What difficulties do you face in implementing this method?
3. Do you find any difficulties in evaluating students in groups?
4. Are there any strategies that you apply to overcome the challenges that you mentioned previously?