



Volume 9, Issue 5, September 2022, p.144-165

Article Information

Article Type: Research Article

This article was checked by iThenticate.

Article History:

Received
22/08/2022
Received in revised
form
30/08/2022
Available online
15/09/2022

THE VALUE OF COLLABORATIVE LEARNING IN DEVELOPING STUDENT'S SPEAKING SKILLS

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Abstract

The majority of Arab EFL (English as a Foreign Language) learners struggle with speaking English fluently. Iraqi students struggle to speak English confidently due to mispronunciation, grammatical errors, short and long pauses while speaking or feeling confused in normal conversations. Collaborative learning is crucial to enhance student's speaking skills in the long run. This study aims to state the importance of collaborative learning as a teaching method to EFL learners in the meantime. In this quantitative and qualitative study, specific focus is taken on some of Barros's views of collaborative learning as a teamwork and some of Pattanpichet's speaking achievements under four categories: academic benefits, social benefits, generic skills, and negative aspects. 100 undergraduate students, whose level at the first academic year in College of Veterinary Medicine, the University of Baghdad-Iraq, have participated in this experimental study. The results of independent and dependent variables estimated Cronbach's Alpha high internal consistency. The study data chooses the alternative hypothesis maintaining that the treatment effect was statistically significant. Collaborative learning correlates positively with development of Iraqi EFL learners of speaking skills on academic benefits, social benefits, and generic skills at the level of significance, unlike passive correspondence. It was risen with negative aspects. The main limitations of the current study were that of small sample size of Iraqi EFL learners among medical colleges. The results revealed merely one medical college among other colleges in medicine, science, social and human studies at the University of Baghdad. It has not covered other levels of undergraduate study. The study recommends additional investigations to explore the value of collaborative learning to achieve student's speaking skills in human and social fields of the Arab and foreign learning communities.

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Keywords: Collaborative learning; speaking skills; academic benefits; social benefits, generic needs; negative aspects.

أهمية التعلّم التعاوني في تطوير مهارات التحدث للطلبة

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ملخص

يعاني أغلب متعلموا اللغة الإنجليزية في الدول العربية من التحدث بطلاقة كلغة ثانية، ويجد الطلبة العراقيين صعوبة في التحدث باللغة الإنجليزية بثقة بسبب كثرة الأخطاء اللغوية والنحوية نتيجة الإرتباك اثناء التحدث والتوقف لفترة قصيرة أو طويلة أثناء الحوارات الاعتيادية. يعد التعلّم التعاوني أمراً بالغ الأهمية لغرض تعزيز مهارات التحدث لدى الطلبة على المدى البعيد. تهدف هذه الدراسة إلى بيان مدى أهمية التعلّم التعاوني كطريقة لتدريس متعلموا اللغة الإنجليزية في الوقت الحالي. جرت هذه الدراسة باستخدام الأساليب الكمية والنوعية بالإعتماد على ما جاء به الباحث باروس من مقترحات في التعلّم التعاوني كعمل جماعي وبعض المنجزات المنبثقة عن دراسة للباحث باتانبيتشيت في مجال تعزيز مهارات التحدث والتي تشمل أربعة تصنيفات: المزايا الأكاديمية، المزايا الاجتماعية، المهارات العامة، والجوانب السلبية. شارك في هذه الدراسة التجريبية 100 طالب وطالبة في المرحلة الجامعية الأولى لكلية الطب البيطري بجامعة بغداد- العراق. اجري قياس صدق وثبات فقرات المتغيرات المستقلة والتابعة باستخدام معامل كرونباخ الفا إذ أشارت النتائج إلى ثبات ومصداقية بقيمة عالية لمقياس الاتساق الداخلي. كما أشارت نتائج البحث الى تحقق الفرضية البديلة بوجود علاقة إرتباط إيجابية طردية ذات دلالة إحصائية بين التعلّم التعاوني وتحسين مهارات التحدث، (المزايا الأكاديمية، المزايا الاجتماعية، المهارات العامة)، باللغة الإنجليزية كلغة ثانية لمتعلميها في العراق، على عكس الجوانب السلبية والتي أظهرت النتائج الى وجود علاقة عكسية سالبة بينها وبين التعلّم التعاوني. تمثلت حدود الدراسة بعينة واحدة من متعلمي اللغة الانجليزية في التخصصات الطبية على غرار التخصصات العلمية والاجتماعية والإنسانية فضلاً عن عدم تطبيق العينة على بقية المراحل الدراسية الجامعية. توصي الدراسة بإجراء أبحاث إضافية للتقصي عن أهمية التعلّم التعاوني في تطوير مهارات التحدث للطلبة من التخصصات الإنسانية والاجتماعية ضمن مجتمعات الدول العربية والاجنبية.

الكلمات المفتاحية: التعلّم التعاوني، مهارات التحدث، المزايا الأكاديمية، المزايا الاجتماعية، المهارات العامة، الجوانب السلبية.

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1. Introduction

English is under the umbrella of worldwide language. It plays a vital role in international communication. It is also used for international communication in many fields. In Iraq, English is taught and learned as a foreign language. None of them apply it in their daily lives as a communication skill. Arabic is the mother tongue of Iraqi people except in the northern part of Iraq, speaking the Kurdish Language. The convenient approach when it comes to teaching and learning the foreign language is English.

There are four English language skills as: (listening, speaking, reading, and writing) are to be taught during the process of learning and teaching. Speaking is a method of inter-human communication that involves the production, reception, and processing of information in an interactive process of meaning construction (Brown, 1994: 267). In spite of the importance of these skills, however, speaking is still one of the fundamental factors in the English learning process. The context which includes the individuals themselves, their shared experiences, the physical environment, and the purposes for speaking. It merely entails putting ideas into words so that learners can grasp what is being said. A study conducted by Seel (2011:813) revealed that the students' speaking skills are directly linked with everyday group communication and regular school conversation.

Nowadays, the ability to speak fluently is considered a necessary factor especially when English became a worldwide language and is related closely to the Arab world in the field of technology, trade, tourism, industry, science, commerce, economics, and politics. However, the majority of Arab EFL (English as a Foreign Language) learners struggle with speaking English fluently. They still face

difficulties in their pronunciation, vocabulary, grammar, fluency, and comprehension.

Learners need to communicate vocally with each other in the classroom environment on the account of facilitating the learning process and expressing their notions as well. This could only be achieved through developing speaking skills. The majority of Iraqi students struggle to speak English fluently for a variety of reasons such as mispronunciation, grammatical errors, pauses while speaking and feeling confused to speak normally. Consequently, they prefer to be silent inside the class and do not want to participate in speaking activities.

The impact of collaborative learning in developing student speaking skills has been of great significance. Collaborative learning enhances student learning outcomes in speaking skills more fluently while showing a confirmed chance of linguistic success (Clark and Gakuru, 2014: 476). The First Language (L1) and the Second Language (L2) learning situations essentially require collaborative learning among students to develop speaking skills considerably. There is observed a good value of collaborative learning together with positive effects, such as improved English oral, written, and reading skills among L1 and L2 students. The collaborative learning process of acquiring language skills enables students to study beyond their linguistic ability, resulting in the successful outcome being appreciated for both native English learning and English as a second language (Gregersen, 2017: 119).

Many studies have shown a remarkable positive impact and value of collaborative learning, leading to a much-appreciated performance in student speaking skills (Kandasamy and Habil, 2018: 1). It diversely includes the expert language areas of English writing, English reading comprehension, English oral

speaking skills, and English listening ability. According to Namaziandost, Neisi, Kheryadi, and Nasri (2019: 3), classroom studies have evolved more significantly to enhance students' attitudes and develop their learning behaviors in terms of everyday practicing of English speaking proficiency.

During the pandemic situation of COVID-19, most classes were conducted online. The researchers noticed through their online classes that their students have the willingness to participate in speaking activities but they feel afraid of making errors and sometimes feel shy to express their viewpoints while speaking. This study is conducted to explore the value of collaborative learning in developing EFL Iraqi learners' speaking skills. It aims to state the importance of collaborative learning as a teaching method to EFL learners in the meantime. In line with the objectives of the study, the researchers have established the subsequent hypotheses to specify the valuable correspondence of the narrowed variables included in the literature review.

H⁰ There is no relationship between development of Iraqi EFL learners of speaking skills and collaborative learning.

H¹ There is relationship between development of Iraqi EFL learners of speaking skills and collaborative learning.

2. Literature Review

Many scholars have conducted deep research about the positive perceptions and successful outcomes of collaborative learning in developing student speaking skills. It revealed that the collaborative learning process was effectively adopted and enjoyed by students to their fullest potential, enabling every student to capitalize on the L2 learning module significantly (Imai, 2010: 278). An experimental study was

carried out by Pattanpichet (2011: 1) to determine how collaborative learning could improve students' speaking abilities. Thirty-five subjects participated and enrolled in a Basic English course at Bangkok University in the study. A pre-test and post-test design were used to compare their speaking performance on an English oral test before and after participating in offered instructional tasks based on collaborative learning. Frequency, means, standard deviation, t-test, effect size, and content analysis were used to examine the data. The study found that the students' speaking improved. It reached around 46% to 93% of student's responses, classified by performance in a questionnaire taken from Brown (2008) (as cited in Pattanpichet, 2011: 6). Moreover, positive feedback from the students have received on the use of collaborative learning activities.

Talebi and Sobhani (2012: 75) examined in their study the effects of cooperative learning were on the learners' oral proficiency. Forty students participated in a speaking course at an IELTS Iranian Center. Control and experimental groups were assigned randomly. In order to gather the study's data, an oral interview was done. For one month, the experimental group was taught speaking techniques using collaborative learning, while the control group received speaking lessons in three sessions per week. The results showed that, in comparison to students in the control group, students in the experimental group significantly improved their oral proficiency and the experimental group's mean score was much greater than that of the control group.

Another study by Al-Tamimi, and Attamimi (2014: 27), examined if collaborative learning in English language classes can improve the attitudes and speaking abilities of Yemeni learners. 60 Yemeni undergraduate students at Hadhramout University enrolled in the foundational English program used a quasi-experimental interrupted time series design. To investigate the effect of cooperative

learning on the sample's speaking skills and attitudes, data for the current study were collected for several periods before and after the experiment. Basic and inferential statistical techniques, such as mean scores, standard deviations, paired sample t-tests, and effect size, were used to analyze the data. The results revealed a positive attitude towards using collaborative learning as an advanced technique in English-speaking classrooms in Yemen. It was observed also that using collaborative learning in English classrooms promotes students' attitudes and speaking abilities.

These studies have been devoted to the practice of collaborative learning to increase learners' interests and reactions in interacting and communicating with each other in a group conversation. The vast majority revealed that the collaborative learning process strengthens the value of students learning power and ability to speak more fluently, proficiently, and confidently (Jarvenoja and Jarvela, 2009: 15). The students are observed in enhancing their speaking skills with more advanced oral techniques, leading them to explore more learning perceptions in the technologically developed world of academia supported by cooperative learning (Gillies, Ashman, and Terwel, 2007: 192). Apart from students, all faculty members of the school preferred a collaborative learning process in their everyday teaching method in the classroom setting whether they are tutors, lecturers, and language teachers.

2.1 Collaborative Learning in L2 Learning

Collaborative learning in L2 learning is believed to be a pursuit of a knowledge-gaining process that is interestingly enjoyed by every student (Maznah and Naibi, 2017: 69). The collaborative learning process becomes meaningful and valuable when the students are interested in group speaking communication and feel attached to other students. Everyday conversation develops students' speaking skills both within the school environment and at the community level (Tuncel, 2015:

2575). Collaborative learning in L2 learning then provides good academic support, increased level of personal confidence, and enriched social value in the needs of personal learning difficulties, such as when feeling isolated or studying alone at home.

The L2 learning module is itself a good startup for a collaborative learning process because it works for all students and helps them achieve their desired academic goals (Ning and Hornby, 2014: 108). Collaborative learning is comprised of a peer learning process, making every student attached to a group and subsequent everyday conversation. It develops students' speaking skills with the adaptation of advanced teaching strategies and diversified learning experiences (Dalisa, 2015: 1). It accounts for more interest and motivation among students to implement L2 learning modules in their everyday group communication and activities.

The students are observed gaining more confidence and motivation from the resulting outcome of collaborative learning within the L2 learning environment (Anwar, 2016: 224). The classroom setting becomes highly appreciated with the focused participation of students in addition to their passionate learning outcomes. In the perspective of Wringe (2014: 121), the limitation of a poor learning environment and weak students' abilities can be developed with more academic horizons and much appreciated individual learning improved values.

The students talk and converse with each other in an interactive learning environment that develops their English speaking power more brilliantly (Covey, 2012: 119). The students start learning the value of speaking skills with fluency, proving that collaborative learning in the L2 learning process has a high academic turnover (Jarvela, Volet, and Jarvenoja, 2010: 15). It can also lead to more chances of students' improved academic success and brilliant scholastic development, both

within the oral speaking conversation and throughout other language practices, such as reading, writing, and listening.

2.2 Speaking Skills

“Speaking” in this study refers to one of the four skills involved in language teaching and learning. The importance of English speaking skills becomes visible from the students’ increased passion for everyday peer communication, clarifying that speaking power has a high value than any other mode of English language learning process (Suleimenova, 2013: 1860). The speaking skills develop students’ ability to learn more fluently and proficiently, leading them to improve other areas of the English language, such as writing, reading, and listening. The speaking skills are also directly related to developing students’ academic results and learning outcomes, including the English language components of grammar, punctuation, spelling, structure, and other similar English language formats.

The value of collaborative learning can again be observed from the students’ regular improvement of their speaking power that is developed from the comfortable school communication environment. Such kind of collaborative implementation then leads to good problem-solving situations with the achievement of very valuable and meaningful feedback (Bossche, Gijsselaers, Segers, and Kirschner, 2006: 490). It also increases the prospects of English-related academic and professional opportunities to be practiced and availed during speaking preparation and participation.

Many researchers have conducted studies to analyze the value of collaborative learning for an individual student within the classroom setting. It revealed that students learn more passionately in a regular group speaking environment and oral

communication participation, leading to a more successful instructional outcome for the future. The online environment is now exclusively facilitated with daily English speaking modules, making the academic instructional strategy becoming a great valuable asset for the students' in-person interaction and during the online classroom environment.

As Shonfeld and Gibson (2018: 83) state, students feel happier and satisfied in applying and adapting to collaborative learning because it promotes students' speaking achievements in today's challenging academic world. The quality of the collaborative learning process develops individual students' increased participation in speaking regularly within the classroom environment (Haidara, 2016: 1501).

3. Methodology

The study sample is comprised of 100 undergraduate students enrolled at first year at the University of Baghdad – College of Veterinary Medicine aged between 18 and 23 years. All of them were native speakers of Arabic. Although the curriculum of their study is in the English language and includes scientific and medical terms, however, their English is still not good. They have little exposure to the English language since it is considered a foreign language in Iraq. As a part of their study, the English language is taught through the five years of college study. They had completed secondary school and recently joined in the academic year 2021-2022.

A questionnaire, featured from Barros (2011) and Pattanpichet (2011), was distributed in Google Classroom as a requirement of learning English as a foreign

language. The increase of medical cases during COVID-19, demand researchers and students to accommodate with academic virtual learning platforms. Concerning the items of the study, they are arranged and written in English using Google forms with additional oral instructions via Google Meet and Telegram. The data was collected during the third semester starting from July 2022. Later, it was analyzed through IBM Statistical Package for Social Software (SPSS) version 24.

The target students were requested to fill in the digital questionnaire through smartphones, computers, and tablets. The questionnaire involves four sections. The order of sections is presented as follows: demographic information questions (section one), preferences of learning (Section two), collaboration learning by means of teamwork (section three), and student's views whether or not collaborative learning enhances their speaking (section four). The items in the first two sections are organized in multiple-choice pattern and dichotomous questions (ranging from 1=yes, 2=no, 3=not sure) whereas the items in the last two sections determine student's feedback in five Likert scale statements (ranging from 1=strongly disagree to 5= strongly agree). The five items in section two are often stated according to Barros' questions of collaborative learning as a teamwork. The researchers surveyed these questions to scan Iraqi EFL learners' preferences and collaboration work style. The dichotomous questions are arranged in order: Do you prefer to work individually? Do you prefer to work in a team? Have you ever joined learning groups in the classroom? Have you ever participated as a leader in your group? Have you ever participated equally with your group member?) The last section is consisted of four types. Academic benefits indicates student's oral comprehension of the subject matter. It represents the performance of proficient EFL students at different levels who are able to exchange knowledge and background information. Social benefits refers to the extent to which target learners who empower language skills to fulfill their social needs among their classmates and teachers. Generic skills clarifies

receptive and productive skills of students who communicate effectively at metacognitive level. Negative aspects specifies time-management spent on input speaking activities.

4. Data Analysis and Results

A. Demographic Analysis of Sampling: Table 1 illustrates the variance percentage of frequency between Iraqi male and female university students at College of Veterinary medicine, the University of Baghdad-Iraq. In terms of gender groups, the results showed that the female group increased sharply whereas the male group leveled off. The majority of respondents are between 18-23 years old in comparison with older ages.

Table 1. The Demography of target Students at College of Veterinary Medicine

| Parameters | Group | Frequency | Percentage |
|------------|--------------|-----------|------------|
| Age | 18-23 | 66 | 66.0 |
| | 23-27 | 32 | 32.0 |
| | 28-32 | 1 | 1.0 |
| | More than 33 | 1 | 1.0 |
| Gender | Male | 38 | 38.0 |
| | Female | 62 | 62.0 |
| Total | | 100 | 100% |

B. Learners' Preferences and Collaboration Work style: the responses of dichotomous questions revealed percentage of 100 Iraqi EFL learners involved in collaborative learning process. 49% reported not sure if they prefer to work individually in comparison with 40% of respondents who reported yes. Concerning their preference to work in teams, 45% of the respondents reported not sure whereas 41% reported yes. Following that, 54% of the participants confirmed yes, they have joined learning groups in the classroom. However, 25% confirmed no and 21%

confirmed not sure as well. Moreover, the majority of responses (46%) indicated that they have participated as a leader in their groups unlike (39%) who responded no and (15%) who responded not sure. Most learners (55%) declared that they participated equally with their group members in contrast with (24%) who confirmed the opposite. Only (21%) claimed not sure about their equal participation in team work.

C. Validity and Reliability Assessment: X represents collaborative learning as an independent variable and Y represents student's views on speaking as dependent variable. A Cronbach's Alpha was performed to measure its coefficient scale not greater than 1. To illustrate this further in Table 2, the independent variable was addressed with 10 items of Barros questionnaire to state collaborative learning as teamwork. The reliability of all its items was 0.873. However, the dependent variable was addressed with 16 items of Pattanpichet's study (2011). The reliability of 0.873 as well. As a result, the internal consistency of collaborative learning and student's views to enhance speaking skills was significantly correlated with 0.925.

Table 2. Reliability Resolution of Collaborative Learning

| Independent Variables | Symbol | Number of Items | Cronbach's Alpha |
|------------------------------------|--------|-----------------|------------------|
| Teamwork | X | 10 | 0.873 |
| Student's views on Speaking Skills | Y | 16 | 0.873 |
| All Variables | | 26 | 0.925 |

D. Descriptive analysis of the value of collaborative learning in developing student's speaking skills: The statistical values of the independent variable in Table 3 can be inferred that item 9 (I prefer to work in small groups (3-4 students)) reached a peak ($M=4.26$, $SD=1.011$). Concerning item 5 (Collaborative learning creates an

atmosphere with diverse ideas), it is relatively estimated ($M=4.23$, $SD=0.886$), whereas item 1 (Working in a team gives me valuable experiences) aroused sequentially ($M=4.13$, $SD=0.971$). However, item 10 (I prefer to work in large groups (5 students or above)) dropped markedly ($M=4.13$, $SD=1.207$).

Table 3. Descriptive Analysis of Collaborative Learning (X) (n=100)

| <i>N</i> | <i>Items</i> | <i>Frequency</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>Cumulative Percentage</i> | <i>Order</i> |
|----------|---|------------------|-------------|---------------------------|------------------------------|--------------|
| 1 | Working in a team gives me valuable experiences. | 43 | 4.13 | 0.971 | 57.0 | Third |
| 2 | I feel motivated when working in a team. | 41 | 3.86 | 1.172 | 67.0 | Sixth |
| 3 | Collaborative learning empowers my speaking skills in the classroom. | 40 | 3.92 | 1.051 | 67.0 | Fifth |
| 4 | Working in a group is a powerful method to get student's engaged in speaking. | 42 | 4.13 | 0.895 | 61.0 | Fourth |
| 5 | Collaborative learning creates an atmosphere with diverse ideas. | 46 | 4.23 | 0.886 | 54.0 | Second |
| 6 | I feel more effective to carry out speaking tasks when working in groups. | 36 | 3.82 | 1.14 | 68.0 | Seventh |
| 7 | I feel more confident when working collaboratively. | 33 | 3.59 | 1.173 | 75.0 | Eighth |
| 8 | I get better results when I work as a part of the team. | 38 | 3.57 | 1.233 | 76.0 | Ninth |
| 9 | I prefer to work in small groups (3-4 students). | 52 | 4.26 | 1.011 | 48.0 | First |
| 10 | I prefer to work in large groups (5 students or above). | 35 | 2.28 | 1.207 | 94.0 | Tenth |

Table 4 displays some of the main classifications of student's views of speaking skills, mentioned previously in the literature, arranged as follows: items 1, 2, 5, 8, 10, and 11 are associated with academic benefits. Items 12 and 13 are sorted with social benefits. In addition, items 3, 4, 6, 7, 9, and 14 are associated with generic skills plus items 15 and 16 are sorted with negative aspects. It can be evaluated that

item 13 (Working in groups strengthens student's relations socially) increased rapidly ($M=4.27$, $SD=0.983$) followed by item 9 (Working in groups increases communication skills) ($M=4.26$, $SD=0.906$) and item 2 (Working in groups enhances sharing knowledge, information, and experience) ($M=4.24$, $SD=0.09$) respectively. On the contrary, item 1 (Working in groups helps me to understand the content orally) dropped off ($M=3.07$, $SD=1.208$) and item 15 (Working in groups wastes time when reading and explaining ideas to others) is inclined rapidly ($M=3.07$, $SD=1.208$).

Table 4. Descriptive Analysis of Student's views on Speaking Skills (Y) (n=100)

| <i>N</i> | <i>Items</i> | <i>Frequency</i> | <i>Mean</i> | <i>Standard Deviation</i> | <i>Cumulative Percentage</i> | <i>Order</i> |
|----------|---|------------------|-------------|---------------------------|------------------------------|--------------|
| 1 | Working in groups helps me to understand the content orally. | 43 | 3.8 | 0.995 | 75.0 | Fifteenth |
| 2 | Working in groups enhances sharing knowledge, information, and experience. | 44 | 4.24 | 0.9 | 56.0 | Third |
| 3 | Working in groups makes problem-solving easier. | 36 | 3.91 | 1.083 | 64.0 | Eleventh |
| 4 | Working in groups improves critical thinking. | 40 | 3.94 | 1.043 | 66.0 | Tenth |
| 5 | Working in groups receives useful feedback. | 49 | 3.90 | 1.059 | 71.0 | Fourteenth |
| 6 | Working in groups focuses on group efforts rather than individual efforts. | 47 | 4.16 | 1.032 | 53.0 | Sixth |
| 7 | Working in groups entails greater responsibility for myself and the group. | 45 | 3.88 | 0.998 | 72.0 | Twelfth |
| 8 | Working in groups enables high-skilled learners to help weak learners in the group. | 51 | 4.22 | 1.04 | 49.0 | Fifth |
| 9 | Working in groups increases communication skills. | 47 | 4.26 | 0.906 | 53.0 | Second |
| 10 | Working in groups improves student's performance in speaking. | 42 | 4.13 | 1.002 | 58.0 | Seventh |

| | | | | | | |
|----|---|----|------|-------|------|------------|
| 11 | Working in groups causes learners to actively participate in speaking process. | 46 | 4.04 | 0.898 | 67.0 | Ninth |
| 12 | Working in groups makes speaking more enjoyable. | 43 | 4.05 | 1.009 | 63.0 | Eighth |
| 13 | Working in groups strengthens student's relations socially. | 50 | 4.27 | 0.983 | 50.0 | First |
| 14 | Working in groups fosters team spirit. | 49 | 4.23 | 0.973 | 51.0 | Fourth |
| 15 | Working in groups wastes time when reading and explaining ideas to others. | 39 | 3.07 | 1.208 | 80.0 | Sixteenth |
| 16 | Working in groups makes things difficult regarding getting members to actively participate in speaking tasks. | 31 | 3.27 | 1.136 | 82.0 | Thirteenth |

E. Correlation Analysis of Research Variables: Table 5 shows the Pearson correlations between collaborative learning (X) and student's views on speaking (Y). The components of the dependent variable in this study are symbolized into academic benefits (Y1), social benefits (Y2), generic skills (Y3), and negative aspects (Y4). The overall correlations was highly significant with .780** at the 0.01 level (2-tailed). The particular significant relationship between the independent variable and dimensions of dependent variables is .808** of academic benefits, followed by generic skills with .739** and social benefits with .699** respectively. Unlike the negative aspects, it is computed insignificant with -.181. In conclusion, academic benefits to enhance speaking skills is highly increased with collaborative learning in the first place, whereas the negative aspects is tremendously decreased.

Table 5. The Pearson Correlations of Collaborative Learning (X) with Student's Views on Speaking Skills (Y) (n=100)

| | X | Y | Y1 | Y2 | Y3 | Y4 |
|-----------------|--------|--------|--------|--------|--------|-------|
| X | 1 | .780** | .808** | .669** | .739** | -.181 |
| Sig. (2-tailed) | | .000 | .000 | .000 | .000 | .072 |
| Y | .780** | 1 | .916** | .806** | .941** | .088 |
| Sig. (2-tailed) | .000 | | .000 | .000 | .000 | .384 |
| Y1 | .808** | .916** | 1 | .689** | .824** | -.145 |
| Sig. (2-tailed) | .000 | .000 | | .000 | .000 | .151 |
| Y2 | .669** | .806** | .689** | 1 | .752** | -.125 |
| Sig. (2-tailed) | .000 | .000 | .000 | | .000 | .215 |
| Y3 | .739** | .941** | .824** | .752** | 1 | -.071 |
| Sig. (2-tailed) | .000 | .000 | .000 | .000 | | .482 |
| Y4 | -.181 | .088 | -.145 | -.125 | -.071 | 1 |
| Sig. (2-tailed) | .072 | .384 | .151 | .215 | .482 | |

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 indicates the simple linear regression model so as to discover the relationship between collaborative learning as the explanatory variable and student's views on speaking as dependent variable. According to results of the regression model, it revealed that there was a significant relationship between dependent variable and the explanatory variable. This can be inferred from the t value and its associated p value. The collaborative learning explains % 60.9 of variation in student's views on speaking (please refer to R2 value). Meaning that the strength of relationship between dependent variable and the explanatory variable is moderate. By referring the F value and its p value, it may be concluded that the model is valid

and there is a correlation between student's views of developing speaking and teamwork learning.

Table 6. The Regression results of Collaborative Learning (X) with Student's views on Speaking Skills (Y) (n=100)

| Sig. | t | Std. Error | B | Sig. | F | R ² | R | Independent Variable | Dependent Variable |
|------|--------|------------|-------|-------------------|---------|----------------|-------------------|----------------------|--------------------|
| .000 | 12.356 | .082 | 1.012 | .000 ^b | 152.680 | .609 | .780 ^a | X | Y |

a. Dependent Variable: y speaking

b. Predictors: (Constant), X

5. Discussion

This paper reports on the results obtained from undergraduate students at College of Veterinary medicine, the University of Baghdad-Iraq. The objective of the study is to correlate student's progress of collaborative learning with special focus on speaking skills. In the quantitative experiment study that is modified from Barros and Pattanpichet survey and questionnaires, it can be seen that the treatment effect between development of Iraqi EFL learners of speaking skills and collaborative learning was statistically significant.

The findings of the qualitative and quantitative research supported the observations of Jarvenoja(2010) and Jarvela (2009), Pattanpichet (2011), Barros (2011), Talebi and Sobhani (2012), Gregersen (2017), and Kandasamy and Habil (2018) studies who believed there is a valuable correspondence between working collaboratively as a teamwork and speaking skills progress.

Moreover, targeted learners could perform better in speaking skills when pursuing collaborative learning process academically, socially, and generically.

Although Iraqi EFL learners believed that spoken contributions of individualized group work style is time-consuming, it is clear that collaborative learning motivate them to analyze the current conversation, interpret the information using background knowledge, and consequently understand the oral exchange. Besides, it is generally accepted that collaborative learning in line with developing speaking skills is to be valued. The highest view of respondents confirms the progressive effect of social relations inside and outside the classroom. Accordingly, oral communication of students who work collaboratively reinforces higher-order thinking skills using foreign language. Collaborative learning promotes interactional speaking skills.

The main limitations of the current study were that of small sample size of Iraqi EFL learners among medical colleges. The results revealed merely one medical college among other colleges in medicine, science, social and human studies at the University of Baghdad. It has not covered other levels of undergraduate study at the University of Baghdad. The experimental study has not functioned in medical colleges at Iraqi private universities or educational institutions that address collaborative learning practice. In addition, the findings of the study does not distinctively imply the gender disparity of participants. Furthermore, the nature of the questionnaire and survey data obtained should be applied after COVID-19 pandemic. Concerning teamwork style, the researchers recommended that collaborative groups must not exceed five students of different proficiency levels. The positive outcome of collaborative learning can be witnessed from both within and outside the school environment where students practice speaking skills and oral communication with great personal confidence, interest, and gesture.

6. Conclusion

From the overall conducted research studies that have carried out, it can be drawn that the characteristic practice of collaborative learning develops students speaking skills during the group conversation style. The students interact more powerfully and cooperate with other students and faculty throughout the collaborative learning process because they feel comfortable, efficient, capable, confident, and appreciated speaking in English and other bilingual languages. The students currently understand the value of collaborative learning being applied in the classroom, motivating them to adapt to such cooperative learning activities with much zeal and confidence. The students find great social benefits, motivational advantages, and diversified opportunities of developing their English speaking skills and non-native speaking skills, both within the classroom environment and outside the school or university setting, such as at the home, workplace, and during casual gatherings with family, relatives, friends, society, and other group

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