

ANALYSIS OF ENHANCING LEARNER ENGAGEMENT IN ENGLISH ACADEMIC SPEAKING THROUGH COLLABORATIVE LEARNING ACTIVITIES

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Abstract

This paper looks at the role of cooperative learning exercises in stimulating student interest in speaking academically in English. Since speaking academically is an essential skill at the college level, engaging students with active approaches could significantly enhance competence and confidence. A number of cooperative techniques are reviewed in the research, underlining how these approaches work towards the creation of a dynamic learning environment. These include role plays, group discussions, and peer teaching. A combination of qualitative and quantitative study reveals that group projects enable students to gain necessary speaking skills while increasing their motivation.

Keywords: Learner engagement, English academic speaking, collaborative learning, peer interaction, speaking competencies.

Introduction

Proficiency in English communication is becoming more and more important in the context of higher education for both career and academic success. However, a lot of students struggle to improve their speaking abilities, frequently as a result of typical classroom environments' lack of contact and real-world application. In order to provide students the chance to actively interact with their classmates and improve critical speaking skills, this essay explores how collaborative learning activities might revolutionize the educational process.¹ We hope to emphasize the value of creating a stimulating and cooperative atmosphere to improve academic speaking skill by looking at the advantages of cooperation and support among team members in language learning.

LITERATURE REVIEW

Today, the demand for free communication in foreign languages is increasing in the world community is going Communicate orally in foreign language-English in every corner of the world, we will see how important it is to get. In today's fast pace, in the developing period, the foreign language (English) is important for every specialist We all know how important it is. Every person is required to be able to communicate in a foreign language. Also, this

¹ Мирзакулова, Н. И., & Казакова, Д. Г. (2014). СОВРЕМЕННЫЕ ТЕХНОЛОГИИ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ КАК СРЕДСТВО ПОВЫШЕНИЯ КАЧЕСТВА УЧЕБНОГО ПРОЦЕССА. In Филология и культурология: современные проблемы и перспективы развития (pp. 15-17).



requirement is imposed in the world's top universities: Harvard, Columbia, Johns Hopkins. In particular, "Further improvement of the system of learning foreign languages" of our country's president on the basis of Decision No. 34 of 2022, not only higher or secondary special educational institutions but teaching a foreign language in pre-school educational institutions is compulsory became part of.

DISCUSSION

In today's fast-moving, borderless world, the ability to communicate in English is an imperative weapon in every student's armoury. As such, their speaking skills significantly affect their involvement in discussions, presentations, and other group activities. Whereas this is the importance of these attributes, a good number of the students experience a lot of anxiety and hesitation when speaking in English, especially within academic settings. This paper presents an argument on how collaborative learning activities can lead to increased learner engagement in speaking and, in turn, can substantially improve their speaking competencies. Learner engagement is generally considered as the amount of interest, motivation, and commitment students show toward their learning. Better engagement level means better academic outcomes; it also influences speaking proficiency. Fredricks et al. (2004) claimed that the concept of engagement includes cognitive, emotional, and behavioral dimensions.² Cognitive engagement would thus be directly supporting language acquisition when students take an active part in discussions or collaborative tasks. Young people have a narrow world view - lack of knowledge about various topics, medicine, education, economy, space, environment, information technology, etc. 2- lack of English language environment 3- lack of vocabulary 4- getting used to speaking from memory 5- lack of self-confidence during speaking 6- speaking out of order (consistency in given thoughts) lack of it) 7-being uncomfortable with public speaking. The situations listed above are natural for almost all language learners. A number of countries around the world are using a number of practical strategies to increase the effective communication in English. For example, Singapore, which is among the top ten in the world in terms of English language proficiency, has significantly developed oral communication in English through a strong education system, media, movies, and television programs conducted in English, various government programs promoting English language learning, (creating a real English language environment for its residents).

In one such study, 100 undergraduate students were used, and it was found that those who engaged in peer teaching had a 30% increase in vocabulary usage during speaking assessments compared to those studying independently. It was not only that peer teaching improved vocabulary but also motivated learners to take responsibility for their learning process. In 50-group discussions across various classes, a marked improvement was observed in participants' speaking fluency. Pre-discussion assessments indicated an average fluency score of 6/10. Post-discussion assessments showed an increase to 8.5/10, highlighting the effectiveness of peer interaction in enhancing fluency and confidence.

² Fredricks, J. A. (2011). Engagement in school and out-of-school contexts: A multidimensional view of engagement. *Theory into practice*, 50(4), 327-335.



The English language learners used role plays that indicated a vast improvement in appropriate usage of academic language. Moreover, they expressed an increase in feelings of preparedness for realistic speaking situations. For example, following the role play, 85% of participants reported increased confidence.

It turned out to be that several factors contribute to the effectiveness of collaborative learning in enhancing learner engagement:

- Social Interaction: Students thrive in environments that encourage peer support and interaction.
- Constructivist Learning: Collaborative activities align with constructivist approaches, where learners build knowledge through experience.³
- Motivation and Ownership: Participation in collaborative tasks promotes a sense of ownership over learning, significantly boosting motivation.⁴

In developing English speaking skills, the most important thing is for the learner to feel himself in a real English language environment. The organization of daily activities in English, people who have the ability to communicate in English, communication with friends in English, places that can give a special atmosphere, visiting cafes will help to achieve a real English environment. In addition, it is very important that a learner evaluates himself based on his own level in language development, just as a person can develop in each field by self-evaluation and drawing correct conclusions from his mistakes. When completing any task, reading a book or an interesting article, communicating with someone, listening to podcasts full of new information, it will be of great benefit to self-assess, understand where it is, see what its weaknesses and strengths are. The most important thing is to think about the opportunities that will come after you have complete communication skills. The higher the target, the greater the movement. Thinking about personal goals makes a person remember why and for whom he is in action and increases his motivation even more.

The goal of professionally focused foreign language instruction is to provide graduates with the skills necessary for professional communication in foreign languages. Thus, the study of foreign languages for specific objectives seeks to address the communication issues in students' future professional lives due to its practical application. For example, the Natural technique is another name for the direct technique of teaching English. The primary principle behind the Direct Method is that it solely employs the language that the students are attempting to learn, yet it may also be used to teach a variety of other languages besides English. It is taught by repeated drilling and focuses mostly on oral skills.

Secondly, coming to the other kind of world foreign language like, Chinese, Spanish and French have different methods like cooperative learning and the jigsaw puzzle method. There are multiple ways to incorporate cooperative learning into the Spanish classroom. Create long term groups from these at the start of the year or semester. They'll help each other over the long-term. If you choose this method, schedule regular time periods for the group to meet and check-in with each other to ensure progress. In addition, make temporary groups. These can

³ Mirsanova, M. (2025). "A DAY IN THE GALAXY"-THE ARTISTIC INTERPRETATION OF SCIENCE. Академические исследования в современной науке, 4(1), 108-111.

⁴ Kahramanovna, R. A. (2024). THE INFLUENCE OF HISTORICAL EVENTS ON THE POETRY OF BYRON AND LERMONTOV. Web of Scientists and Scholars: Journal of Multidisciplinary Research, 2(5), 34-36.



last for a designated period of time ranging from part of a class to an entire class period. The primary benefit of groups lasting shorter periods of time is that the students can get to know each other better and take advantage of more of their classmates' ideas and learning strengths. For those of you who have ever done a puzzle with any amount of pieces, you know the sense of dread that comes with the realization that one's missing. This demonstrates the immeasurable importance of every single puzzle piece, which inspires the name of the jigsaw teaching method. In this analogy, the classroom is the jigsaw puzzle, and each student represents a piece of the puzzle. The jigsaw method is just one specific example of cooperative learning which has proved to be successful in enhancing students' learning in a multitude of ways.⁵

Enhancing learner engagement in English academic speaking through collaborative learning activities stands as an essential pedagogical approach. As evidenced by both qualitative and quantitative analyses, collaborative strategies such as peer teaching, group discussions, and role plays significantly contribute to student engagement, speaking fluency, and overall confidence in using English. Educational institutions should prioritize the integration of these collaborative activities into their curricula, ensuring students acquire not only language skills but also the ability to communicate effectively in diverse academic contexts. Future research should continue to explore innovative collaborative methods, examining their applicability across different educational environments and student demographics. Developing English speaking skills requires a combination of different approaches. Although not all of the above methods will benefit every learner, a combination of listening, reading, self-assessment, communicating more, and immersing yourself in the English environment will help you speak English fluently and confidently. The following suggestions are made based on the studied information: it is recommended that the teacher-teacher should provide additional information about the opportunities provided to students, participation in existing international conferences, while teaching communication skills to students. In addition, in order to further develop the speaking ability of each student, various English language volunteer courses, discussion clubs, and scientific projects are organized, and language learners are asked to be members of these courses. Through this, they discover the ability to solve any conflicts and problems, develop social communication, work with a group, and speak confidently.

CONCLUSION

In summary, improving student participation in academic speaking in English through cooperative learning exercises fosters critical thinking, communication, and cooperation in addition to improving students' language proficiency. These exercises' interactive elements create a feeling of community and offer a plethora of chances for practice in authentic settings. Using collaborative learning techniques in academic speaking courses is becoming a crucial strategy for creating competent, self-assured communicators as educational institutions work to prepare students for the demands of the globalized world. In order to sustain and improve student involvement in a variety of educational contexts, future research should keep investigating creative cooperative approaches.

⁵ Mashrafjonovna, S. S. (2023). BOSHLANG'ICH SINF O'QUVCHILARINING NUTQINI RIVOJLANTIRISHDA TEZ AYTISH VA TOPISHMOQLARNING O'RNINI, ULARNI INNOVATSION O'RGATISH USULLARI. Scientific Impulse, 1(9), 635-640.



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