



# The Role of Relevance in Group Work Among Learners of French as a Foreign Language: An ARCS Model Perspective

Saidah Ismail<sup>1</sup>, Haslinda Md Isa<sup>2\*</sup>, Norliza Che Mustafa<sup>3</sup>, Nazurah Izzati Yazid<sup>4</sup>, Noor Hanim Rahmat<sup>5</sup>

<sup>1,2,3,5</sup>Akademi Pengajian Bahasa, Universiti Teknologi MARA, Shah Alam, Malaysia

<sup>4</sup>Fakulti Bahasa dan Linguistik, Universiti Malaya, Malaysia

\*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2026.10200295>

Received: 17 February 2026; Accepted: 24 February 2026; Published: 07 March 2026

## ABSTRACT

This study investigates the influence of relevance in group work on learners' attention, satisfaction, and confidence using Keller's ARCS motivational model in the context of foreign language learning. A quantitative survey design of 35 items covering four constructs: relevance, attention, satisfaction, and confidence, was adapted from Keller (1979), Bateman et al. (2002), and Studnicka (2023). Data were collected from 169 undergraduate French learners from a public university in Malaysia and analysed using descriptive and inferential statistics. Significant positive relationships were found between relevance and all three variables. The relationship between relevance and attention scored the strongest correlation ( $r=.927$ ) and ( $p<.001$ ). However, no significant differences were found across academic clusters. These findings suggest that relevant and meaningful group work promotes effective language learning and boosts learner motivation.

**Keywords:** group work, attention, relevance, confidence, satisfaction, ARCS model, French as a foreign language, L2/FL learning

## INTRODUCTION

### Background of Study

Foreign language learning has long been learned by individuals for multiple reasons, be it for personal reasons or for education purposes. According to Dos Santos (2024), an individual acquires foreign language proficiency to widen their world view and to expand their knowledge regarding other cultures. Along with technological advancement and a growing economy, a person may learn foreign language to equip themselves with more knowledge in order to compete in work force demand (Point, Ng & Ting, 2021). Besides that, it is worth noting that foreign language is also mainly learnt by students for academic purposes as required by their institutional syllabus (Johnson, 2017).

However, similar to other fields of study, foreign language learning presents its own challenges. Rahmat et al. (2021) stated that foreign language learners encounter learning challenges even within their own learning environments. Students may be exposed to test anxiety, fear of negative evaluation (Ismail et al., 2022) and burnout (Ismail et al., 2024). Hence, it is important for educators to overcome these learning difficulties.

Therefore, activities conducted during foreign language learning are not only important in enhancing students' skills but to help students overcome learning difficulties. Haque et al. (2025) mentioned that spoken practice and monologue activities are vital in improving the fluency of students. Besides that, Koh (2023) also found that reading while listening during lessons enhances students' comprehension proficiency. Task based oral activities are also important in driving better confidence to foreign language learners. Most importantly, these activities, especially when implemented through group work, are considered highly effective in facilitating language learning and in supporting learners to overcome learning difficulties (Tanaka, 2025).

Group work posits as another tool of communication as students are able to interact with other students rather than constrained by teacher-student interaction. Classroom activities such as group discussions, team projects or



partner activities help in communicative competency development which may not be achieved through teacher-student communication alone (Bächtold et al., 2023). According to Ataia and Maayah (2025), collaboration among learners improves comprehension and retention within them. In addition, this peer interaction promotes critical thinking and strengthens students' communication skills. Of primary importance Talgatov, Baiturina, and Nashenova (2023) found that teamworking in foreign language classroom supports the development of language skills among students and improves both cultural awareness and linguistic fluency.

### **Statement of Problem**

Numbers of past literature mentioned group work as suggested alternatives in mitigating foreign language learning challenges. Group work is defined as multiple people working together in accomplishing academic assignments (Situmorang, 2021). Meanwhile, Kilpeläinen-Pettersson et al. (2025) found that group work is a collaborative learning in which students engage in joint learning coordinated by educators. Besides that, Postykina (2025) defined group work as involving cooperation among more than one student but not more than five working towards a shared goal.

In the context of foreign language learning, group work has demonstrated a favourable impact towards learners. A study by Kamarulzaman et al. (2020) illustrated that collaborative learning exhibits a positive effect on students that face anxiety during lessons as these methods create a supportive classroom environment. Furthermore, Feng (2025) found group work as a functional method in increasing learners' engagement in enhancing their oral English proficiency. Ha et al. (2022) also stated that students are not held by anxiety upon working in group work while exploring their newly learned language. Nevertheless, past studies have reported that group work has its own challenges and hurdles. Bakir, Humphreys, and Dana (2020) observed that students encounter problems of lack of communication, involvement, cooperation, accountability and engagement during group work. Learners also struggle with the issue of uneven work distribution and unfair evaluation of individual effort stemming from group work (Chang & Brickman, 2018). Furthermore, with the rise in online classes post-pandemic, learners now face further challenges especially in communication, planning meetings and technical issues with their fellow teammates (Edvardsen Tonheim et al., 2024).

Previous literature has discussed the benefits and challenges of group work in foreign language learning however, the majority of the research focused on learning outcomes such as language proficiency, engagement and reduced anxiety (Ha et al., 2022; Postykina, 2025; Feng, 2025). Consequently, it is important to investigate whether students perceive group work as meaningful and how the perception affects their learning experiences especially in foreign language lessons. This study seeks to examine the influence of relevancy in foreign language learning group work specifically in the context of learners' attention, satisfaction, and confidence.

### **Objective of the Study and Research Questions**

This study is done to explore the influence of relevance in group work. Specifically, this study is done to answer the following questions;

- How do learners perceive relevance in a group for foreign language learning?
- How do learners perceive attention, satisfaction, and confidence in a group for foreign language learning?
- Is there a relationship between relevance and attention?
- Is there a relationship between relevance and satisfaction?
- Is there a relationship between relevance and confidence?
- Is there a significant difference for all components in group work across clusters?

## **LITERATURE REVIEW**

### **Theoretical Framework of the Study**

#### **ARCS Model**

This study employs the ARCS Model developed by Keller (1979) based on macro theory of motivation and instructional design, as its theoretical framework. The model explains how instructional design can influence



and enhance learners' motivation. The theory has four key components such as attention, relevance, confidence, and satisfaction (Keller, 1987).

According to Keller (1987), attention involves capturing and sustaining learners' interest during classes. It can be achieved by activating students' curiosity through a variety of format of instructions, using content-related anecdotes, using humorous presentations, introducing problem solving activities and games. Relevance, on the other hand, refers to instructional designs that are related to students' interests, future activities, goals, and needs. Meanwhile, confidence means helping learners in several ways by giving them, for example, clear goals and objectives. The material given should also have an achievable level of difficulty and help learners with realistic goals.

Finally, satisfaction refers to the feeling students experience when they complete a task and when they receive positive and encouraging feedback, rewards, a sense of achievement, or recognition for the completed task.

### **Tuckman Developmental stages in groupwork**

In order to conduct the research, Tuckman's Developmental Stages model offers a useful lens to comprehend how groups develop and function over time. First presented by Tuckman (1965), the research suggests that group work progresses through four stages: forming, storming, norming, and performing.

In the forming stage, group members are often polite, cautious, and dependent on guidance while trying to understand the task and each other. At this early point, the perceived relevance of the group task plays a key role in shaping members' motivation, willingness to participate, and initial commitment (Tuckman, 1965; Bonebright, 2010).

As the group moves into the storming stage, differences in opinions, working styles, and expectations become more visible. Conflict may arise as members negotiate roles, power, and approaches to the task. While this phase can be challenging, it is also a critical moment for growth. When group members perceive the task as meaningful and relevant, disagreements are more likely to lead to constructive discussion rather than disengagement (Johnson & Johnson, 2009). Conversely, low task relevance may intensify frustration, reduce effort, and weaken collaboration. The storming stage therefore highlights how relevance can influence whether conflict becomes a barrier or a catalyst for deeper engagement and understanding within the group.

In the norming and performing stages, groups begin to stabilize and function more effectively. During norming, shared norms, trust, and a sense of belonging develop, enabling members to collaborate more openly and support one another. Perceived relevance reinforces these positive dynamics by strengthening collective responsibility and commitment to shared goals (Tuckman & Jensen, 1977). In the performing stage, the group is able to focus fully on task achievement, problem-solving, and productivity. High relevance at this stage enhances motivation, cooperation, and overall performance, as members see clear value in their contributions. Taken together, Tuckman's framework illustrates how group development is closely connected to members' perceptions of relevance, making it a valuable theoretical foundation for investigating the influence of relevance in group work.

### **Past Studies**

#### **Past Studies on Motivation to learn a foreign language**

Numerous research efforts have been conducted to explore the motivation for learning a foreign language. The study by Truong, Huynh, and Ho (2025) investigated (a) EFL students' preferred motivational orientations, (b) whether students are more intrinsically or extrinsically motivated, and (c) gender differences in motivational patterns toward learning English. This research examined English Studies majors at a private university in Southern Vietnam, involving 320 students (120 males and 200 females) from second to fourth year with B2-level English proficiency. The instrument was an adapted Foreign Language Learning Motivation Questionnaire (FLLMQ) with 43 items across 6 factors using a 5-point Likert scale. The findings showed students had high levels of both motivational types, with extrinsic motivation ( $M=4.19$ ) slightly higher than intrinsic motivation ( $M=3.88$ ), and the strongest factors being desire for career and economic enhancement ( $M=4.32$ ) and desire to communicate with foreigners ( $M=4.23$ ). Female students were more extrinsically motivated than males. The implications suggest that students should develop awareness of both motivation types for success, teachers

should design activities that enhance both motivations with career-relevant content, and administrators should align curricula with students' practical, profession-oriented needs for future employment and international communication.

On the other hand, the second research paper, the study by Zhang and Xu (2025) investigated (a) how multilingualism influences foreign language learners' cognitive motivation across different domains and (b) how cognitive motivation differs between formal education and professional language use. This research examined 190 Chinese university graduates who studied foreign languages and use them professionally, categorized by languages learned: one language (n=33), two languages (n=121), and three or more languages (n=36). The instrument was a questionnaire with Likert-scale items across six sub-domains (formal language learning, cultural learning in university, self-directed learning, post-graduation learning, workplace language use, and cultural adaptation at work) plus open-ended questions, analyzed using repeated-measures ANOVA and thematic analysis. Findings showed that both language engagement mode and multilingualism significantly influenced cognitive motivation, with highest motivation in real-world use contexts. Learners of three or more languages showed strongest motivation in university cultural learning but experienced greater decline professionally, while two-language learners maintained more consistent motivation across contexts. The implications suggest that language programs should balance linguistic challenge with contextual relevance, integrate authentic communication, tailor instruction to learners' multilingual profiles, and recognize that managing more languages doesn't uniformly increase motivation due to potential cognitive overload.

These two studies summarized that students' motivation in learning a foreign language is strongly driven by extrinsic environmental pressures, particularly career and economic advancement, and the practical necessity of using the language professionally after graduation.

Past studies on group work for language learning Many studies have been done to investigate the implementation and the benefits of group work in foreign language classrooms. Several aspects of group work are scrutinized from a few angles. The study by Le and Nguyen (2025) was conducted to investigate the implementation and effectiveness of groupwork. The participants are 68 technical students learning English as a foreign language at a technical university in Vietnam. The data was collected using semistructured interviews at the end of the semester. For this qualitative research, only seven students (out of 68 participants) and two English teachers (who conducted and implemented the group work model) were chosen for the interview. The findings showed that the students regard groupwork as a holistic learning experience, allowing them to not only enjoy collaborative learning but also improve their English proficiency and develop skills such as communication, time management, and teamwork. The findings also revealed that group work increased students' sense of responsibility. It also raised their awareness of their contribution to the group. Additionally, the groupwork introduced healthy competition within the group. Although some students noted that this competition can occasionally lead to stress, they are willing to continue with the groupwork in the future.

The study by Anisah and Suryati (2025) was conducted to investigate the role of group work in enhancing problem-solving skills. The study also focuses on groupwork effects on students' academic writing performance. The respondents are thirty-two master's students from one of the universities in Indonesia. The research is mixed-method, using a questionnaire and open-ended interviews. The quantitative data were collected and then analyzed using descriptive statistics, while the results from an open-ended interview were analyzed thematically. The findings revealed that although most of the students agreed that group work helped strengthen their collaborative problem-solving skills, which helped them to write a good-quality research article, a few of them found it less effective.

These two studies indicated that careful planning and implementation of group work are important for it to be effective and advantageous to students. It is important for students to be aware of the relevance of group work and collaboration for it to be successful.

### Conceptual Framework of the Study

Figure 1 below presents the conceptual framework of the study. The concept of this study is rooted from the ARCS model by Keller (1979) which states that motivational components consist of attention, relevance, confidence and satisfaction. In the context of this study, this concept of motivation is extended to learning a

foreign language through group work. Group interaction encourages communication among learners. The interaction helps to boost learners' confidence to use the language. In addition to that, conversations during group interactions also improve learners' negotiation skills (Rahmat et al., 2021).

With reference to figure 1 below, language learning motivation begins with relevance. Learners embark on a learning journey when they see the relevance of the learning to their future needs. When learners see the relevance of the learning journey, they may begin to give attention to the tasks. Upon successful completion of the assigned tasks, learners feel satisfied and gain confidence towards future usage of the target language.

In the context of this study, the variable 'relevance' is supported by Bateman's, et.al. (2002) constructs of (i) team relationships (TR), (ii) inter-group relations (IR), and (iii) passion and commitment (PC). Next, the variable attention is supported by Bateman's, et.al. (2002) constructs of (i) purpose and goals (PG), (ii) roles (R), (iii) team processes (TP) and (iv) skills and learning (SL). The variable 'satisfaction' is supported by Studnicka's (2023) constructs of satisfaction with current learning. The variable 'confidence' is supported by Studnicka's (2023) constructs of self-confidence in learning. This study also explores whether there is a relationship between relevance and all other factors (attention, confidence and satisfaction).

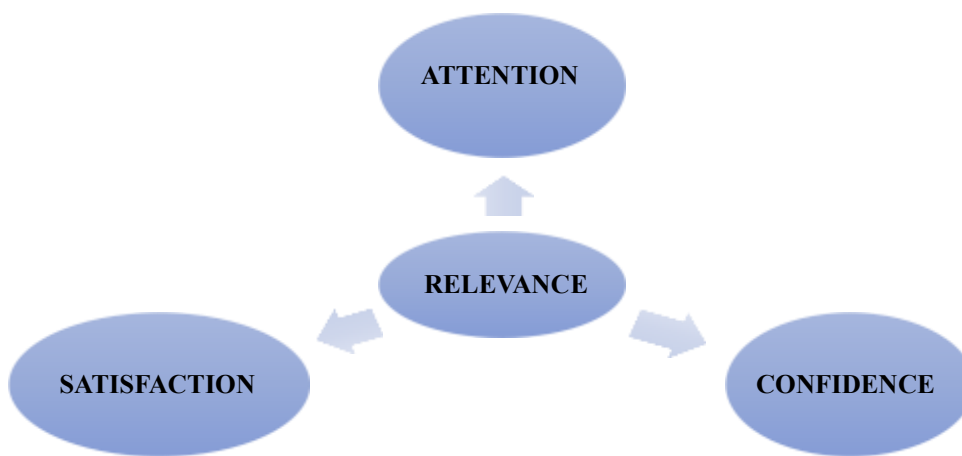


Figure 1- Conceptual Framework of the Study

The influence of relevance in group work

**METHODOLOGY**

This quantitative study is done to explore the influence of relevance in group work. A convenient sample of 169 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Keller (1979), Studnicka's (2023) and Bateman, et. al (2002) to reveal the variables in table 3 below. Table 1 below shows the categories used for the Likert scale; 1 is for Strongly Disagree, 2 is for Disagree, 3 is for Undecided, 4 is for Agree and 5 is for Strongly Agree.

Table 1- Likert Scale Use

1	Strongly Disagree
2	Disagree
3	Neutral
4	Agree
5	Strongly Agree



Table 2- Distribution of Items in the Survey

SECTION	VARIABLE	VARIABLE	CONSTRUCT	ITEM	TOT ITEM	CRONBACH ALPHA
B	SATISFACTION		Satisfaction with Current Learning	5		.901
C	CONFIDENCE		Self-Confidence in Learning	8		.889
D	ATTENTION	GROUP WORK Bateman et al. (2002)	Purpose and Goals (PG)	3	12	.966
			Roles (R)	3		
			Team Processes (TP)	3		
			Skills and Learning (SL)	3		
F	RELEVANCE		Team Relationships (TR)	4	10	.960
			Intergroup Relations (IR)	3		
			Passion and Commitment (PC)	3		
					35	.979

Table 2 shows the distribution of items in the survey instrument and the instrument is rooted from Keller (1979), Studnicka's (2023) and Bateman et. al (2002). The survey consisted of a total of 35 items divided into four main sections. Four variables were measured and Section B assessed learners' satisfaction with current learning using five items ( $\alpha = .901$ ). Meanwhile, Section C evaluated confidence in learning with eight items ( $\alpha = .889$ ). The highest value of Cronbach alpha ( $\alpha = .960$ ) is achieved by Section D which calculates attention in group work. This construct is composed of 12 items derived from Bateman et al. (2002) and there are three sub-variables: purpose and goals, roles, team processes, and skills and learning. On the whole, the reliability levels achieved range from good (one variable) to excellent (three variables) and indicate high internal consistency and the survey is suitable for further statistical analysis.

Table 3- Reliability Levels, Cronbach's Alpha Ranges, and Their Interpretations

Reliability Level	Cronbach's Alpha range	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80-0.89	Reflects strong internal consistency
Acceptable	0.70-0.79	Indicates acceptable internal consistency
Questionable	0.60-0.69	Reflects questionable internal consistency
Poor	Below 0.6	Indicates poor internal consistency

In order to determine the internal reliability of the instrument, reliability analysis is done. Table 3 above shows the distribution and interpretation of Cronbach Alpha range. According to Ahmad et al. (2024), Cronbach Alpha scores between 0.7 to 0.9 is considered acceptable to excellent.

Table 2 also shows the reliability of the survey. The analysis shows a Cronbach alpha of .901 for Satisfaction, .889 for Confidence, .966 for Attention, and .960 for Relevance. The overall Cronbach Alpha for all 35 items is .979; thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

## FINDINGS

### Demographic Analysis

According to Zienefuss et al. (2021), researchers report demographic data in percentages to establish sample representatives, and allow for generalizability to a larger population. The reporting also provides an overview of participants' characteristics. Percentages offer a clear and understandable picture of the sample makeup.

Table 4- Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	15%
		Female	85%
2	Cluster	Science & Technology	50%
		Social Sciences, Humanities & Business	50%

Based on the demographic profile presented in Table 4, the sample was predominantly female, with females comprising 85% of the participants and males accounting for 15%. In terms of academic cluster, the participants were evenly distributed, with 50% from Science and Technology and 50% from Social Sciences, Humanities, and Business. This balanced representation across academic clusters suggests that the sample reflects diverse disciplinary backgrounds, while the gender distribution indicates a stronger female participation in the study. Overall, the use of percentage reporting provides a clear overview of participant characteristics and supports the interpretation and generalizability of the research findings.

## Descriptive Statistics

Why is there a need to report the mean and standard deviation? According to Vetter (2017), Mean (M) represents the average, or centre of a data set. Standard deviation (SD) indicates the typical distance of individual observations from the mean which shows the data's variability or spread. A low SD means the data points are clustered close to the mean while a high SD indicates they are more spread out. It is good to have a high SD.

## FINDINGS FOR RELEVANCE

This section presents data to answer research question 1- How do learners perceive relevance in a group for foreign language learning? In the context of this study, this is measured by (i) team relationships (TR), (ii) intergroup relations (IR), and (iii) passion and commitment (PC).

### (i) Table 5- Mean for Team Relationships (TR)

ITEM	Mean	SD
TRQ1 Team members appreciate one another's unique capabilities.	4.40	0.64
TRQ2 Team members are effective listeners.	4.43	0.65
TRQ3 Communication in our group is open and honest.	4.40	0.67
TRQ4 Members of our team trust each other.	4.38	0.67

Based on Table 5 which presents the mean and standard deviation for team relationships, the highest mean indicates team members are effective listeners ( $M = 4.43$ ,  $SD=0.65$ ). Team members also equally appreciate one another's unique capabilities ( $M = 4.40$ ,  $SD=0.64$ ) and communicate openly and honestly within a group ( $M = 4.40$ ,  $SD=0.67$ ). The lowest mean relates to team members' trust in one another ( $m = 4.38$ ,  $SD= 0.67$ ).

### (ii) Table 6- Mean for Intergroup Relations (IR)

ITEM	Mean	SD
IRQ1 We are able to resolve conflicts with other teams collaboratively.	4.32	0.69
IRQ2 We communicate effectively with other groups.	4.17	0.72
IRQ3 Our collaborations with other teams are productive, worthwhile, and yield good results.	4.25	0.69

Table 6 shows the mean and standard deviation for intergroup relations. The highest mean was recorded for Item IRQ1 which examines team members are able to resolve conflicts with other teams collaboratively ( $M = 4.3$ ,  $SD = 0.69$ ). Item IRQ3 indicates team members' collaborations with other teams are productive, worthwhile, and yield good results ( $M= 4.25$ ,  $SD = 0.69$ ). The lowest mean was recorded for item IRQ2 which illustrates whether team members communicate effectively with other groups ( $M = 4.17$ ,  $SD = 0.72$ ).

### (iii) Table 7- Mean for Passion and Commitment (PC)

ITEM	Mean	SD
PCQ1 Working on our team inspires people to do their best.	4.27	0.67



PCQ2 People are proud to be part of our team.	4.14	0.70
PCQ3 My team is proud of its accomplishments and optimistic about our work.	4.36	0.66

Table 7 presents the mean and standard deviation for passion and commitment. The highest mean was recorded for Item PCQ3, which examines whether team members are proud of their accomplishment and optimistic about their work ( $M = 4.36$ ,  $SD = 0.66$ ). Item PCQ1 indicates team members feel inspired to do their best when they work on the team ( $M = 4.27$ ,  $SD = 0.67$ ). The lowest mean was recorded for Item PCQ2, which shows whether team members are proud to be part of the team ( $M = 4.14$ ,  $SD = 0.70$ ).

### Findings For Attention, Satisfaction And Confidence

This section presents data to answer research question 2- How do learners perceive attention, satisfaction, and confidence in a group for foreign language learning?

#### Findings for Attention

In the context of this study, attention is measured by (i) purpose and goals (PG), (ii) roles (R), (iii) team processes (TP) and (iv) skills and learning (SL).

**Table 8- Mean for Purpose and Goals (PG)**

ITEM	Mean	SD
PGQ1 Our team has a meaningful, shared purpose.	4.24	0.69
PGQ2 We are strongly committed to a shared mission.	4.36	0.65
PGQ3 We set and meet challenging goals.	4.31	0.69

Table 8 shows the mean and standard deviation for the purpose and goals constructs. Overall, the students strongly agreed that they shared the same purpose and goals. PGQ2, which measured commitment to a shared mission, presented the highest mean ( $M=4.36$ ,  $SD = 0.65$ ), followed by PGQ3 ( $M=4.31$ ,  $SD = 0.69$ ), which concerned the setting and meeting challenging goals, and PGQ1 ( $M=4.24$ ,  $SD = 0.69$ ), which refers to meaningful and shared purposes. The low standard deviation for all three items showed a consistency in students' responses.

**Table 9- Mean for Roles (R)**

ITEM	Mean	SD
RQ1 Team members clearly understand their roles.	4.37	0.68
RQ2 When an individual's role changes, an intentional effort is made to clarify it for everyone on the team.	4.36	0.621
RQ3 Everyone values what each member contributes to the team	4.47	0.61

The mean and standard deviation for the roles are shown in Table 9 above. The results indicate a high level of agreement regarding the clarity of team members' roles and their contribution within the group. The highest mean is RQ3 (Mean = 4.47,  $SD = 0.61$ ), which concerned the appreciation for the contribution to the team, followed by RQ1 (mean = 4.37,  $SD = 0.68$ ), where the team members understand their roles, and then RQ2

(Mean = 4.36, SD = 0.62), where, when someone’s role changes in the team, efforts are made so that every team member is aware of it. The low standard deviation for the items showed consistent responses.

Table 10- Mean for Team Processes (TP)

ITEM	Mean	SD
TPQ1 We address and resolve issues quickly.	4.32	0.64
TPQ2 Our team works with a great deal of flexibility so that we can adapt to changing needs.	4.37	0.64
TPQ3 When we choose consensus decision-making, we do it effectively.	4.33	0.64

Table 10 presents the mean and standard deviation for team processes, with the highest mean for item TPQ2 (Mean = 4.37, SD = 0.64), which refers to the team's flexibility and adaptability when changes are needed, followed by item TPQ3 (Mean = 4.33, SD = 0.64) concerning the effectiveness of consensus decision-making, and then TPQ1 (Mean = 4.32, SD = 0.64), which refers to addressing and resolving issues promptly. The low and uniform standard deviations for the three items showed consistency in the responses.

Table 11- Mean for Skills and Learning (SL)

ITEM	Mean	SD
SLQ1 We have the skills we need to do our jobs effectively.	4.24	0.69
SLQ2 We view everything, even mistakes, as opportunities for learning and growth	4.37	0.62
SLQ3 Team members embrace continuous improvement as a way of life.	4.36	0.65

Table 11 presents the mean and standard deviation for skills and learning, with the highest mean for item SLQ2 (Mean =4.37, SD = 0.62), which refers to viewing mistakes as opportunities for learning and growth, followed closely by SLQ3 (Mean = 4.36, SD = 0.65), which emphasizes embracing continuous improvement, and then SLQ1 (Mean =

4.24, SD = 0.69) that refers to having the skills to do the job effectively. The relatively low standard deviation for all the items showed consistent responses.

**Findings for Satisfaction**

In the context of this study, satisfaction is measured by Current Learning (CL).

(i) Table 12- Mean for Satisfaction with Current Learning (CL)

ITEM	Mean	SD
CLQ1 The methods used in this role play /activity were supportive and effective	4.30	0.63
CLQ2 The role play /activity provided me with a variety of educational materials and activities to promote my learning.	4.36	0.69



CLQ3 I liked the way my instructor taught me the role play /activity	4.44	0.61
CLQ4 The teaching materials used in this role play /activity were motivating and helped me learn.	4.35	0.63
CLQ5 The way my instructor taught the role play /activity was appropriate to my way of learning.	4.46	0.60

Based on Table 12, learners' satisfaction was measured through their perceptions of Current Learning (CL), focusing on the role play/activity and instructional practices. Students particularly expressed strong agreement that the instructor's teaching approach was appropriate to their learning style ( $M = 4.46$ ) and that they appreciated the way the instructor conducted the role play/activity ( $M = 4.44$ ). Additionally, the methods used were perceived as supportive and effective ( $M = 4.30$ ), while the teaching materials and variety of activities were considered motivating and beneficial for learning ( $M = 4.35-4.36$ ).

### Findings for Confidence

In the context of this study, confidence is measured by Learning (L).

(i) Table 13- Mean for Self-Confidence in Learning (L)

ITEM	Mean	SD
LQ1 I am confident that I am mastering the class role-play/activity presented to me by my instructors.	3.85	0.73
LQ2 I am confident that this role play/activity covered the essential content necessary to master the material covered in the curriculum.	4.24	0.62
LQ3 I am confident that I am developing the skills and gaining the required knowledge from this role play/activity to perform the necessary tasks in my course	4.17	0.62
LQ4 My instructors used a variety of helpful resources to teach this role play/activity	4.34	0.68
LQ5 It is my responsibility as a student to learn what I need during role play /activity classes.	4.50	0.67
LQ6 I know how to get help when I do not understand the concepts in the role play/activity.	4.31	0.63
LQ7 I know how to use role play exercises to learn the critical/key aspects of this course.	4.22	0.52
LQ8 It is the instructor's responsibility to show me what I need to learn during the role play /activity class.	4.17	0.70

Table 13 indicates generally positive learner perceptions of the role play/activity, with mean scores mostly above 4.00, reflecting strong confidence in learning, instructional support, and resource use. Students reported high



responsibility for their own learning ( $M = 4.50$ ) and perceived that instructors used a variety of helpful resources ( $M = 4.34$ ) and provided clear guidance ( $M = 4.31$ ). They also felt confident that the activity covered essential curriculum content ( $M = 4.24$ ) and helped them develop necessary skills and knowledge ( $M = 4.17-4.22$ ). Although confidence in fully mastering the role play/activity was slightly lower ( $M = 3.85$ ), the overall results suggest that the role play/activity effectively supported learning, autonomy, and engagement, with relatively low standard deviations indicating consistent responses among students.

### Exploratory Statistics

According to He (2024), correlation is a statistical technique that shows how strongly two variables are related to each other or the degree of association between the two. It's a common tool for describing simple relationships without making a statement about cause and effect. This section presents data to answer research questions on correlation. To determine if there is a significant association in the mean scores between relevance and other components in group work, data is analyzed using SPSS for correlations. Results are presented separately in table 3, 4, 5 and 6 below.

#### Findings for Relationship relevance and attention

This section presents data to answer research question 3- Is there a relationship between relevance and attention?

(H1- There is no relationship between relevance and attention)

Table 14- Correlation between relevance and attention

		RELEVANCE	ATTENTION
RELEVANCE	Pearson (Correlation)	1	.927**
	Sig (2-tailed)		<.001
	N	169	169
ATTENTION	Pearson (Correlation)	.927**	1
	Sig (2-tailed)	<.001	
	N	169	169

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

Table 14 shows there is an association between relevance and attention. Correlation analysis shows that there is a high significant association between relevance and attention ( $r=.927^{**}$ ) and ( $p=<.001$ ). According to He (2024), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between relevance and attention.

#### Findings for Relationship relevance and satisfaction

This section presents data to answer research question 4- Is there a relationship between relevance and satisfaction?

H2-There is no relationship between relevance and satisfaction)

Table 15- Correlation between relevance and satisfaction

		RELEVANCE	SATISFACTION
RELEVANCE	Pearson (Correlation	1	.690**
	Sig (2-tailed)		<.001
	N	169	169
SATISFACTION	Pearson (Correlation	.690**	1
	Sig (2-tailed)	<.001	
	N	169	169

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

Table 15 shows there is an association between relevance and satisfaction. Correlation analysis shows that there is a high significant association between relevance and satisfaction( $r=.690^{**}$ ) and ( $p=.000$ ). According to He (2024), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between relevance and satisfaction. Null hypothesis is rejected.

### Findings for Relationship relevance and confidence

This section presents data to answer research question 5- Is there a relationship between relevance and confidence?

(H3-There is no relationship between relevance and confidence)

Table 16- Correlation between relevance and confidence

		RELEVANCE	CONFIDENCE
RELEVANCE	Pearson (Correlation	1	.701**
	Sig (2-tailed)		<.001
	N	169	169
CONFIDENCE	Pearson (Correlation	.701**	1
	Sig (2-tailed)	<.001	
	N	169	169

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

Table 16 shows there is an association between relevance and confidence. Correlation analysis shows that there is a high significant association between relevance and confidence( $r=.701^{**}$ ) and ( $p=.000$ ). According to He

(2024), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between relevance and confidence. Null hypothesis is rejected.

### Inferential Statistics

According to He (2024), there are three main functions of a T-test and ANOVA. Firstly, both are done to compare means. This test is also done to determine if the average scores (mean) or values of two groups, or one group against a known value, are different enough to be considered statistically meaningful and are not just due to random chance. Secondly, T-test and ANOVA are done to test hypotheses. Researchers use t-tests and ANOVA to test hypotheses about means, such as whether a new treatment significantly impacts a variable or if there's a difference in performance between two distinct groups. Lastly, T-test and ANOVA are done to identify significant differences. The output of a t-test provides a p-value (significance value). If this pvalue is below a predetermined threshold (often 0.05), it indicates a statistically significant difference, allowing researchers to draw conclusions about the populations from which their samples were drawn.

### Findings for Significant Difference for all factors across Clusters

This section presents data to answer research question 6: Is there a significant difference for all components in group work across clusters?

- (H4- There is no significant difference for all components in group work across clusters)

Table 17- T test for all components in group work across clusters

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
RELEVANCE	Equal variances assumed	2.707	.102	1.698	167	.046	.091	.15046	.08861	-.02448	.32541
	Equal variances not assumed			1.700	163.600	.046	.091	.15046	.08853	-.02435	.32527
SATISFACTION	Equal variances assumed	9.377	.003	1.292	167	.099	.198	.10630	.08227	-.05611	.26872
	Equal variances not assumed			1.294	155.217	.099	.197	.10630	.08213	-.05593	.26853
CONFIDENCE	Equal variances assumed	9.879	.002	.213	167	.416	.832	.01598	.07503	-.13214	.16411
	Equal variances not assumed			.213	151.655	.416	.831	.01598	.07488	-.13196	.16393
ATTENTION	Equal variances assumed	4.808	.030	1.308	167	.096	.193	.11155	.08530	-.05686	.27997
	Equal variances not assumed			1.309	160.255	.096	.192	.11155	.08519	-.05669	.27980

With reference to table 17, a T-test was conducted to examine the effects of all components in group work on clusters. The analysis shows there is no significant difference between relevance (F=2.702, p=0.091), satisfaction (F=0.377, p=.198), confidence (F=9.879, p=.832) and attention (F=4.808, p= .193) across clusters. Null hypothesis is accepted.

## CONCLUSION

### Summary Of Findings And Discussions

The aim of this study was to explore the influence of relevance in group work on learners' attention, satisfaction, and confidence. To this end, the findings indicated that significant positive relationships were found between relevance and all three variables. The relationship between relevance and attention scored the strongest correlation. However, no significant differences were found across academic clusters.

### How do learners perceive relevance in a group for foreign language learning?



Under the construct of relevance, the study examined three sub-constructs: team relationship, intergroup relations, and passion and commitment. Regarding team relationships, it is strongly indicated that group members listen attentively. They value each other's individual strengths and share thoughts and opinions honestly. Moreover, the trust they have put in each other is quite significant. The results were consistent with those of Alzubi et al. (2025), who found that English learners experience diverse viewpoints and a sense of belonging in this setting.

Meanwhile, in this study, it was clearly identified in intergroup relations that the group members work together to handle conflicts with other groups. Furthermore, collaborations with other groups produce good and meaningful results. Along with that, they collaborate together with other groups through good communication. The results were in agreement with Hosseini (2014), who discovered that in the Competitive Team-Based Learning (CTBL) class, English learners were motivated to exceed the performance of both comparable peers and other competing teams. Moreover, Le and Nguyen (2025) showed that group work made learners more responsible and aware of how they contributed to the group.

At the same time, the study exhibited that there are high levels of passion and commitment in the groups. The group members feel good about what they have done and feel positive about their work and are eager to do their best with the group. Plus, they are proud to contribute to the group. The findings supported Akoto (2021), who reported that French learners enjoyed working with their members on a collaborative writing project to create digital postcards about their holidays. Despite this, de Saint Léger and Mullan (2014) argued that group assignments become less useful because some learners don't understand why they are doing them. This resulted in minimal engagement. They expressed dissatisfaction with group work and mentioned that levels of involvement varied across group members. Several hindering factors were identified; including personal learning preferences, proficiency levels, group dynamics, the open-ended nature of the task, logistic issues (such as finding the time to meet, communication outside class time), and the demanding workload. Building on this, relating to proficiency levels, advanced learners benefit less than those less capable group members in FL acquisition. In the end, the group projects are seen as a "massive stress" rather than a "good all-round French workout".

Based on these results, and in response to the question, "How do learners perceive relevance in a group for foreign language learning?" the findings indicate that learners perceive relevance in group work through healthy interpersonal relationships, effective collaboration with other groups, and strong passion and commitment to collective goals. Learners feel the relevance of group work when they can listen to one another, discuss openly, and trust each other. Their sense of relevance can be strengthened when the collaboration with other groups is effective and they manage to handle conflicts with good communication. In addition, learners feel more motivated when they are passionate and committed to achieving their common goals. Once the objectives are achieved, the sense of belonging and pride in being part of the group is developed, making group work a meaningful and valuable experience in foreign language learning.

### **How do learners perceive attention, satisfaction, and confidence in a group for foreign language learning?**

Taken together, under the purpose and goals construct, it is reported in the study that learners were aligned consistently in their purpose and objectives. They are dedicated to a common goal in which they define challenging objectives and accomplish them. Plus, they work toward a significant common purpose. The findings corroborated de Saint Léger and Mullan's (2014) study, which showed that good group dynamics promoted cooperation of group members. In this situation, they perceive that group members understand that their success is linked to the success of the whole group.

Furthermore, the findings also indicated that learners largely agree on their roles and how they contribute to the group. They feel that each member's contributions are acknowledged and respected by the group. In addition to that, the roles and responsibilities are clearly defined for all group members. Besides, when someone's role changes, it is clearly explained to the team. The findings corroborated those of Orprayoon (2014), which indicated that in a cooperative learning classroom, learners were responsible for their own pre-class task and for the comprehension of the group members. Each group member did their part and helped each other during the presentation. Despite the alignment between the findings and the current study, it is important to acknowledge and address the challenges such as lack of control over the project (Akoto, 2021).



The results of the team processes sub-construct also provided evidence that responses among the learners were largely consistent regarding how group members work together to achieve their goals. These can be explained by three sub-variables. To begin with, changes are easily addressed due to the group's flexibility. Next, group members make effective decisions through consensus. Most importantly, as the issues arise, they are fixed promptly. Interestingly, this supported the results of Orprayoon (2014), who described that there were two examples involving Thai learners during Learning Together (LT) that clearly showed the team processes construct. In the first case, the team members made a prompt, unanimous decision to find a replacement because the presenter was sick on presentation day. The second one, a group that started working late, asked the instructor to delay the class. While negotiating for a turn and getting a refusal, the group worked faster and finished their presentation on time.

There was little variation in the learners' responses pertaining to skills and learning variables of attention. The results highlight that they see all experiences, including errors, as chances for learning and development. Moreover, group members focus on improving continuously. Thus, they are capable of performing the tasks well. In the matter of skills and learning variables, de Saint Léger and Mullan (2014) concurred with the present study that learners felt that the collaborative task promoted learning. However, the results on satisfaction contradict earlier studies by Akoto (2021) that argued, few learners feel insecure and reluctant to contribute due to their lack of language skills and proficiency especially in writing activities. Nevertheless, as recommended, they showed clear relationships between the advantages of collaborative group work and improvements in learning. Furthermore, Kos (2025) also found that improved group collaboration helps learners connect and support each other, leading to better language performance.

The current study also investigated how content or pleased learners are with their present learning experience. Again, the responses were consistent among learners. Primarily, they believed that the way the role play or activity was taught matched their learning style. Following that, they liked how the instructors conducted the group activities. Thereafter, through these activities, they were provided with various instructional materials and tasks to facilitate learning. Subsequently, the resources provided during this activity helped them learn effectively. Going forward, the techniques employed were beneficial and effective. Alzubi et al. (2025) observed that learners expressed high levels of pleasure when they watched their group members do the speaking tasks, which is consistent with the current study's findings about the satisfaction in the current learning construct. Additionally, Lee and Nguyen (2025) discovered that learners viewed group projects as a comprehensive educational experience that enhanced their English, helped them enjoy collaborating with others, and assisted them develop communication, time management, and group work skills. These findings on satisfaction stand in contrast to those of earlier investigations, particularly those asserting that some learners experienced frustrations over unequal participation and that creates tensions (Akoto, 2021). As corroborated by de Saint Léger and Mullan (2014), poor group dynamics resulted in a negative experience of the project by the participants.

Looking at the influence of relevance in group work on learners' confidence, it was revealed that learners showed strong self-confidence in learning during the group work. Firstly, they were confident in mastering the class activities presented by their instructors. Moreover, they recognized that it is their responsibility to take charge of their own learning. In addition, instructors used a variety of helpful resources to support them. Furthermore, learners knew how to seek help when they did not understand key concepts. Finally, they felt confident that the group work helped them develop the skills and knowledge needed to perform tasks successfully. The findings were consistent with Alzubi et al. (2025), who demonstrated that in their study, collaborative learning lowers anxiety and builds confidence, allowing learners more chances to practice speaking. These findings are also in line with the study by de Saint Léger and Mullan (2014), which reported that peer scaffolding was perceived to be useful for boosting confidence and motivation.

Considering these results and to address the question, "How do learners perceive attention, satisfaction, and confidence in a group for foreign language learning?" the findings report that learners are able to stay focused, be satisfied, and be confident when the group learning environment is not only engaging but also supportive. They remain attentive when group work promotes ongoing improvement, allows learning from errors, and helps them complete tasks effectively. When instructors effectively guide group activities and the teaching methods, tasks, and learning resources align with learners' educational needs and learning styles, learners feel content. Moreover, when learners are given responsibility for their own learning, receive sufficient assistance and materials, and are confident in mastering tasks collaboratively, their confidence is reinforced. Overall, to enhance



learners' attention, satisfaction, and confidence, group work should be regarded as a purposeful learning experience.

### **Is there a relationship between relevance and attention?**

It is clearly demonstrated that there is a highly significant association between relevance and attention, and this also means that there is also a strong positive relationship between relevance and attention. This was in agreement with the results of Myslihaka (2016) that group work creates a flexible environment where instructors can adjust activities and learners can adapt to them. According to these results, and to respond to the question "Is there a relationship between relevance and attention?", it can be concluded that relevance in group work is strongly linked to learners' attention. Learners become more focused, engaged, and able to maintain their attention during group collaboration when they view the relevance in the group activities and interactions.

### **Is there a relationship between relevance and satisfaction?**

The study shows that there is an association between relevance and satisfaction, and there is also a strong positive relationship between them. These findings are in accordance with the study by Alzubi et al. (2025), who observed that learners expressed satisfaction with the different perspectives contributed from group members, which enhanced their engagement and comprehension. From these findings, in response to the question "Is there a relationship between relevance and satisfaction?" it can be concluded that the learners' view of relevance in group work is closely related to their satisfaction. Learners feel more involved, value the different viewpoints of their group members, and are more pleased with the learning process when they see the group activities and interactions as meaningful.

### **Is there a relationship between relevance and confidence?**

Relevance and confidence are strongly positively related, as demonstrated by the results. The results indicated that there is a highly significant association between relevance and confidence. These results were supported by Cruaud (2018), who reported that the learners were confident to manage the activities themselves, made their own decisions, and showed independence in their learning. Moreover, they were willing to create more quizzes in the group work, showing passion and commitment in the construct of relevance. Thus, meaningful group tasks undoubtedly increase learners' confidence in completing them. The findings of the study are also in accordance with Tanaka (2025), stating that group work boosts motivation, consequently enhancing learners' confidence by creating a better learning environment.

To sum up and to reply to the question "Is there a relationship between relevance and confidence?", it can be determined that learners' view on relevance is strongly linked to their confidence. Learners are more competent, driven, and self-reliant in handling group activities, which builds their confidence and encourages them to take part in learning when they see tasks and connections as relevant.

### **Is there a significant difference for all components in group work across clusters?**

The analysis indicates that there are no significant differences in any of the group work components: relevance, satisfaction, confidence, and attention across clusters. This indicates that learners' perceptions of these components are consistent regardless of cluster grouping.

## **Implications and Suggestions for Future Research**

### **Theoretical and Conceptual Implications**

This study offers important theoretical and conceptual implications for understanding group work in foreign language learning by using the ARCS Model developed by Keller (1979) based on macro theory of motivation and instructional design and Tuckman Developmental stages in group work (Tuckman, 1965).

Drawing on the ARCS Model and its associated constructs such as attention, relevance, confidence, and satisfaction, this study highlights the important role of relevance. With relevance, learners are aware of the groups' vision and mission. Thus, they are fully engaged throughout the group activities and play their roles in



contributing to the completion of the task (Tuckman & Jensen, 1977; Keller, 1987). During the process, the differences between them are narrowed through discussions and negotiations. At the same time, effective communication is built within the group to maintain a productive collaboration. As the process unfolds and each group member strives passionately and fully committed creating a sense of belonging to the group. The drew inspirations from the unwavering dedication of each group member resulting in pride at the end of the phase.

Within the collaborative process, operational procedures serve as the backbone that supports the successful achievement of the group's purpose and goals. Grounded in the Tuckman's Developmental Stages model (1965) and its group work processes forming, storming, norming, and performing, this study brings forward not only the significance of group processes internally but also intergroup interactions. They commence as complete strangers and as events develop, they begin to appreciate each other's uniqueness by attempting to reach a compromise as they deal with and settle issues without delay (Johnson & Johnson, 2009). The members of the group work with substantial flexibility to make meaningful changes while working together. The most meaningful accomplishment is to be able to reach a decision through mutual agreement. They work together from that point on.

Based on the current study's conceptual framework, which investigates the influence of relevance in group work, it is clear that relevance matters most in all of the variables evaluated, and relevance is directly related to attention, satisfaction and confidence. As Bateman's et al. (2002) demonstrated that variables of team relationships (TR), intergroup relations (IR), and passion and commitment (PC), are explicitly connected with relevance. Equally important, attention is intricately linked to constructs of purpose and goals (PG), roles (R), team processes (TP) and skills and learning (SL) (Bateman et al., 2002). In further support, satisfaction with current learning is substantiated by Studnicka's (2023) construct of satisfaction. Also relevant is that the variable confidence is underpinned by Studnicka's (2023) constructs of self-confidence in learning.

### **Pedagogical Implications**

The findings from the current study suggest that relevant and meaningful group work promotes effective language learning and boosts learner motivation. To make it meaningful, the purpose and goals in acquisition have to be shown clearly. The instructors may brief the learners and provide a detailed explanation to incite their awareness and to prepare them for the group tasks mentally. There should be an informed and detailed parameter or guidelines for group work after taking into consideration all the factors which may inhibit FL learning. Careful planning and proper implementation of group work are essential for it to be effective and beneficial to learners (Anisah & Suryati, 2025; Le & Nguyen, 2025). Furthermore, de Saint Léger and Mullan (2014) suggested that the format, timeline and criteria of the task should be meticulously executed and supervised throughout the task period if the group tasks were to be introduced frequently in the FL class setting.

While the findings of the study are strongly significant and promising, there are some mediating factors that may shape the outcomes differently such as appropriate educational resources and group member familiarity. How well group members know each other influences participation and interaction among them positively or negatively. Different majors or areas of study within groups provide a positive group environment (de Saint Léger & Mullan, 2014).

This study has implications for educators, decision-makers, and researchers working in the field of French language education since it highlights the potential of collaborative learning environments to improve FFL learners' language skills. Despite the fact that numerous advantages have been laid out, precautions in conducting group tasks need to be taken to ensure that all parties will benefit from it.

### **Suggestions for Future Research**

Although this study offers significant insights with regards to the influence of relevance in group work on learners' attention, satisfaction, and confidence, nevertheless, several questions remain unanswered. Therefore, future research could use other methodological approaches such as mixed-methods or even qualitative approaches, to gain deeper understanding of these variables since the current study employs quantitative methods. In addition, further empirical investigation could use interviews and classroom observations to narrow

the gap in the literature. Moreover, longitudinal studies are recommended to observe how these variables influence learners over a longer period of time.

Apart from methodological approaches, future research could explore one of the language skills or all four together in group tasks. For example, as suggested by Alzubi, Nazim and Ahmad (2025), many studies of group work focus on speaking skills, which could be extended to other underexplored skills like writing skills (Akoto, 2021).

Furthermore, context and research population can be broadened, such as genders, different major areas of study in the universities, various levels of proficiency, and many more. In addition, subsequent studies could look at different variables to contribute to the existing literature. For instance, variables like group size, types of group tasks could be further developed. Interestingly, researchers may also include other elements, such as gamification (Cruaud 2018), in order to investigate these constructs in collaborative learning. To conclude, investigating these aspects will aid the development of the FL in general and will enable stakeholders to comprehend the intricacies of collaborative learning in various environments.

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