

The Role of Collaborative Learning and Communication Skills in ELT to Improve the Abilities of University Students: A Case Study of the Faculty of Engineering at Tishk International University – Sulaymaniyah

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Abstract

English Language Teaching (ELT) has placed a greater emphasis on communication skills and collaborative learning in modern higher education as crucial elements for improving students' academic and professional capacities. For engineering students, who are required to communicate effectively in academic, technical, and international contexts, this emphasis is especially important. With an emphasis on the Faculty of Engineering at Tishk International University – Sulaymaniyah, this study explores the function of collaborative learning and communication skills in ELT and their contribution to enhancing university students' abilities. The essay analyzes important definitions and current research on collaborative learning and communicative competence in ELT, drawing on theoretical viewpoints and empirical studies published between 2017 and 2025 in journals indexed by Scopus and Clarivate. International findings are contextualized within the existing ELT practices at Tishk International University-Sulaymaniyah using a qualitative case study approach. Language competency, communication confidence, critical thinking, and cooperation abilities are all positively impacted by collaborative learning, according to the reviewed literature. In order to improve students' academic performance and employability, the article's recommendations for ELT practitioners and curriculum designers in engineering faculties emphasize the incorporation of cooperative and communication-focused activities.

Keywords: Collaborative Learning; Communication Skills; English Language Teaching (ELT); Engineering Students; Higher Education; Case Study; Tishk International University – Sulaymaniyah