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**Exploring University Teachers' and Students' Attitudes Towards
Integrating Collaborative Learning in EFL Classroom**

**A Thesis Submitted in Partial Fulfilment of the Requirements for the
Master's Degree in Applied Linguistics**

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Abstract

This study explores Libyan EFL university teachers' and students' attitudes towards integrating collaborative learning in EFL classrooms. Using a mixed-methods approach, data were collected through a close-ended questionnaire for students and semi-structured interviews with teachers. Quantitative data were analysed with statistical package for the social sciences (SPSS), and qualitative data underwent thematic analysis. Convenience sampling was employed in both stages of data collection. Results revealed both groups generally hold positive attitudes towards collaborative learning and recognize its benefits for enhancing language skills, interpersonal communication, and critical thinking. However, challenges were identified, including classroom size, unequal participation, limited familiarity with active learning tools, and cultural factors. Notably, findings revealed an overall alignment between teachers' and students' positive attitudes, though each group highlighted some distinct challenges, which suggests a need for targeted support to enhance collaborative learning effectiveness.

Dedication

I dedicate this work to the one whose prayers were the true secret behind my success, my mother, who taught me the most valuable lessons in resilience and hard work. To my father, who left this world but has never left our hearts, may Allah grant him the highest place in Jannah. To my husband, whose unwavering support and belief in me never faltered, and my son, who has brought new meaning and joy to our lives.

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CL: Collaborative Learning

EFL: English as a Foreign Language

FGD: Focus Group Discussions

HRD: Human Resources Development

KAP: (Knowledge, Attitude, and Practice) research

Ph.D.: Doctor of Philosophy

SCT: Social-Cultural Theory

SLA: Second Language Acquisition Theories

SPSS V27: Statistical Package for the Social Sciences (Version 27)

ZPD: Zone of Proximal Development

Chapter One

Introduction

1.1 Background of the Study

In recent years, education has witnessed a significant shift from traditional teacher-centred methods towards more dynamic, learner-centred approaches. This change reflects the growing recognition that 21st-century students require a different set of skills to meet the demands of modern professional life. Educators now emphasize the development of four key skills: critical thinking, collaboration, communication, and creativity. Collectively referred to as the 4Cs, which are essential for success in both academic and professional environments.

Collaborative learning has emerged as a powerful pedagogical approach, particularly in English as a Foreign Language (EFL) classrooms. Brown (2008) defines collaborative learning as students working cooperatively on the same project to foster an effective and active learning process. This approach aligns with the development of the Twenty-First Century (21st-century) skills and provides a practical framework for their implementation in language learning contexts. Research consistently demonstrates that collaborative learning significantly enhances students' learning experiences and promotes both personal development and academic performance. Laal and Ghodsi (2012) provided a comprehensive overview of the well-established benefits of collaborative learning, categorizing its advantages into three dimensions. Socially, it develops support systems for learners, which foster a sense of community and mutual assistance. Psychologically, collaborative learning increases students' self-confidence and reduces anxiety; thereby, it creates a more comfortable learning environment. Academically, it promotes critical thinking skills by encouraging students to engage more deeply with

the material and learn from diverse perspectives. These well-documented benefits create a more dynamic and effective learning environment that better prepares students for the complexities of the modern world.

Collaborative learning in EFL classrooms creates an environment where critical thinking, effective communication, creative problem-solving, and teamwork naturally flourish. By encouraging students to work together, share ideas, and solve problems collectively, this approach not only transforms traditional teaching methods but also fosters active student engagement and prepares learners for the professional challenges they encounter in today's connected global society.

The attitudes of teachers and students towards educational approaches play a crucial role in academic performance and outcomes. Richardson (1996) emphasises that educators' beliefs and attitudes significantly influence their instructional methods, which in turn impact student learning outcomes. Similarly, students' attitudes towards learning play a crucial role in their academic achievement. These attitudes shape how students interact with educational content, respond to challenges, and pursue their learning goals. This highlights the important relationship between attitudes, teaching practices, and student achievement, which has been a central theme of research in teaching and teacher education since the early 1950s.

Therefore, there is a need to understand and address these attitudes within educational contexts to improve both teaching effectiveness and student success. The study in hand aims to explore the attitudes of university teachers and students towards integrating collaborative learning in EFL classrooms, examining its potential to enhance both teaching effectiveness and student success in the context of 21st-century education.

1.2 Statement of the Problem

In traditional teacher-centred classroom, learners have limited opportunities to engage in a communicative and collaborative environment. This classroom setting is typical in Libyan public education institutions, characterized by large groups, lack of motivation, unsafe environments, and social inequities (Herrera, 2011). Al-Mabrouk (2018) describes the teaching methods in Libyan education as one-way communication, referring to the teacher as the “giver” and the student as the “receiver”. Moreover, Brydan and Miftah (2021) noted that Libyan classrooms lack meaningful interaction due to the application of traditional teaching methods in universities. This is either due to familiarity with these methods or the general perception that they are effective for covering the curriculum without students’ involvement and feedback. Consequently, a passive learning environment emerges with limited communication and collaboration among learners. Furthermore, drawing on the researcher’s personal experience with traditional teacher-centered education in Libya, the study also aims to identify potential obstacles to the effective implementation of collaborative learning.

1.3 Aims of the study

This study aims at the following:

- 1- Exploring Libyan EFL university teachers’ attitudes towards CL.
- 2- Exploring Libyan EFL university students’ attitudes towards CL.
- 3- Exploring whether there is alignment between the attitudes of Libyan EFL university teachers and students regarding CL.

1.4 Research Questions

- 1- What attitudes do Libyan EFL university teachers hold towards CL?
- 2- What attitudes do Libyan EFL university students hold towards CL?
- 3- Do Libyan EFL university teachers' attitudes align with their students' attitudes regarding CL? If yes, how?

1.5 Significance of the Study

This research study holds significant importance in the context of modern education and global workforce demands. According to McCombs (2000), adopting a student-centred approach is necessary to support learners in becoming independent language users who can effectively apply their skills in real-life contexts. The National Education Association (2015) highlighted that students nowadays must be skilled communicators, creators, critical thinkers, and collaborators to compete in the global society.

Despite the growing importance of collaborative learning (CL) in language education, such studies suggest that it may not be a priority in the Libyan context. The dearth of research on CL in Libya highlights a significant gap in understanding its potential benefits and challenges in this specific educational setting. To address this gap, the present study aims to explore university teachers' and students' attitudes towards integrating collaborative learning in EFL classrooms in Libya. By exploring these aspects, this research seeks to contribute to the development of more effective and engaging language learning environments in Libyan higher education.

By investigating the impediments to efficient CL implementation, this research is expected to contribute to a deeper understanding of the challenges in adopting teaching approaches in Libyan EFL education. Eventually, the findings may encourage further research into the role and application of CL as an innovative teaching style

within the Libyan educational system, which could potentially influence educational practices and policies to better align with global educational trends.

1.6 Organization of the Study

This research is categorized systematically into six chapters. Chapter One introduces the study, presents the research background, problem statement, aims, research questions, and significance. Chapter Two provides an overview of the concepts of attitudes and collaborative learning, the benefits of collaborative learning, and reviews the key theories underpinning it, while also highlights the main challenges reported in the literature. Chapter Three outlines the methodological framework, offers a detailed description of the data collection methods, the piloting process, the target population, and the sampling technique, as well as the procedures for data analysis. Chapter Four presents the analysis of the collected data, and Chapter Five discusses the principal findings. The final chapter concludes the study and offers some recommendations.

Chapter Two

Literature Review

2.1 Introduction

This chapter begins with defining the concept of attitudes and the importance of measuring the attitudes of teachers and students in relation to developing the educational process. It also discusses collaborative learning as a philosophy, approach, and instructional strategy. After that, it provides the criteria that distinguish CL from any other group task, as well as concludes the key benefits of implementing collaborative learning. It also sheds light on the most related CL theories. Moreover, this chapter includes a review of previous research on how CL has been utilized in higher education in general and in the EFL classroom in particular. Lastly, the chapter mentions some obstacles that may hinder practicing effective CL according to a review of previous research and ends with a summary of the chapter.

2.2 Concept of Attitude

It is essential to understand what attitudes are in the first place in order to understand how they impact learning. The word “attitude” generally means the way that people behave towards somebody/something that shows how they think and feel. In psychology, attitudes are generally regarded as learned predispositions to respond in a consistently favourable or unfavourable manner toward a given object, person, or event, shaping how we perceive and interact with our experiences (Eagly & Chaiken, 1993). In social psychology, attitude is “the most distinctive and indispensable” concept (Allport, 1935, p. 798). Writers in this discipline generally agree that an attitude is a particular subjective state of readiness for an action. It is an indication of what the person is probably going to do in relation to the thing in issue. On the other hand, a relatively small minority of researchers directly link people’s attitudes to their

actual behaviour. This link is highly associated with the behaviouristic branch of psychology, which suggests an attitude is the behaviour itself, not a state of readiness in the individual (Droba, 1933).

Baker (1992) described attitude as a hypothetical construct used to explain the direction and persistence of individuals' behaviour. Similarly, Symonds (1928) observed that attitudes often reveal underlying patterns of conduct, suggesting a deep connection between one's internal disposition and outward behaviour. Expanding on this idea, Eagly and Chaiken (1993) offered a comprehensive definition, described attitude as "a psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour" (p. 1). Generally, attitudes are a combination of things usually called personality, beliefs, values, behaviours, and motivations. These definitions suggest that attitudes are not directly visible but can be understood by observing consistent behaviour and how individuals evaluate certain people, objects, or situations, either positively or negatively.

2.2.1 The Importance of Measuring Attitudes

Understanding attitudes is crucial in both sociological and educational research, as attitudes influence behaviour, decision-making, and receptiveness to change. Doob (1947) emphasized that the significance of attitudes and their measurement in sociology and social psychology is undeniable. Similarly, Arul (1977) argued that any attempt to design and implement developmental change should be informed by an understanding of the target group's attitudes, as action plans that disregard these attitudes are likely to achieve only coincidental or limited success. Hence, assessing how people are psychologically oriented toward implementing a certain action or procedure is crucial. This understanding is not only important for psychologists, but also for everyone involved in any form of persuasive, promotional,

or developmental activity. Moreover, these measures of attitudes are necessary for experimental research and other related fields concerned with attitude change. Since collaborative learning involves students working in groups, the quality of group interaction can be promoted or hindered by antecedent factors such as beliefs, values, attitudes, and motivation (Goodman and Dabish, 2011; Harrington and Fine, 2006). Basically, attitudes are assessed to determine how much people or groups differ in their psychological orientations toward a specific item or subject.

2.2.2 Significance of Understanding Teachers' Attitudes

According to Richardson (1996), the attitudes and beliefs of teachers significantly influence how they teach, process information, and react to change in their classrooms. Furthermore, other researchers have found that teachers' personal conceptions of teaching and learning have a major influence on how they conduct their classroom practices (Cochran-Smith and Zeichner, 2005; Evans and Kozhevnikova, 2011). Therefore, studying the attitudes and beliefs of teachers is essential for developing both teaching and learning. In collaborative learning particularly, teachers play a crucial role as they frequently create and facilitate collaborative learning activities (Oortwijn et al., 2008).

2.2.3 Significance of Understanding Students' Attitudes

Attitudes of students towards learning have a significant impact on their academic performance. The correlation between positive attitudes and educational achievements emphasizes how crucial it is to understand students' attitudes and possibly alter them to enhance the educational process. According to Getie & Popescu (2020), understanding the attitudes of students enables instructors to modify their methods and improve learning outcomes. Attitudes are significantly affected by emotional factors, including interest, values, and beliefs, in learning English as a

foreign language. These emotional factors play a major role in shaping positive attitudes, which are crucial for language acquisition.

2.3 Collaborative Learning as a Philosophy, Approach, and Instructional Strategy

As stated by Panitz (1996), collaboration in all circumstances is an interactional philosophy and way of life in which people take personal responsibility for their actions, including recognizing and valuing the contributions of others. This philosophy is widely used by CL practitioners across various settings such as classrooms, meetings, community organizations, families, and generally as a means of interacting with others. In classrooms particularly, members of the group share responsibility and authority while contributing to performing tasks.

According to Laal and Laal (2012), collaborative learning (CL) is an approach to learning and teaching which involves learners working together in groups to solve a problem, complete a task, or create a product. Whereas Smith and MacGregor (1992) referred to collaborative learning as “an umbrella term for a variety of educational approaches involving joint intellectual efforts by students, or students and teachers together” (p. 11).

According to Lee (2014), collaborative learning refers to learning that is based on involving learners to contribute to social activities in the learning process. When students interact or exchange ideas with others, they are naturally enhancing their language skills. Gerlach (1994) stated that collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. Students learn more and tend to understand more information when they interact with their peers. One of the pioneer researchers is Lev Vygotsky (1962), who studied how learning is impacted by environment. He found that social connection helped students

learn better and that talking to peers and teachers allowed them to learn more. Moreover, communication and discussion play a vital role in facilitating language learning.

CL is also an instructional strategy in which students of different performance levels collaborate in groups to achieve a common objective. CL is also used to improve communication, leadership, and critical thinking skills while performing activities in the classroom. The students are accountable for both their own and each other's development. As a result, when an individual succeeds, it contributes to others' success (Gokhale,1995).

The etymology of collaboration is to work together, which suggests that it is about more than just sharing knowledge-it is about accomplishing goals and making something new or distinct. Thus, new insights and increased value are produced via collaborative learning among group members (Kaye, 1992).

2.4 The Key Elements of Effective Collaborative Learning

Effective collaborative learning involves more than simply placing students into groups. As Johnson et al., (1990) emphasized, true collaboration requires structured interaction that promotes meaningful engagement among group members. Building on this, Johnson and Johnson (1999) identified five essential elements that distinguish collaborative learning from other forms of group work: positive interdependence, promotive interaction, individual accountability, interpersonal and social skills, and group processing. These elements work together to ensure that collaboration leads to deeper understanding, shared responsibility, and the development of key social skills.

Johnson and Johnson (1994) explained that positive interdependence means learners have to consider each member's effort as essential to achieve group learning;

therefore, the success of an individual is insufficient until the group learning goal is reached. The second element is promotive interaction. Johnson and Johnson (1990) stated that students assist and guide each other whenever it is necessary. They are given constructive feedback, provided with resources, and engaged in debates to achieve the group learning goal (Johnson, Johnson, & Smith, 2017). The third criterion is individual accountability. It is when all group members are accountable to fulfil their duties in the group work. The fourth criterion is interpersonal social skills, by training group members to practice social skills like listening to each other and sharing opinions and feedback. The fifth and final component of successful collaborative learning is group processing, which is to reflect on the development of the group and what they have achieved so far, also trying to identify each member's behaviour to obtain more useful future outcomes (Johnson and Johnson, 2009).

Despite the known inadequacy of traditional teaching approaches, they have always equipped teachers with the means to deliver a clear-cut minimum of materials which are easily memorized, as well as being applicable to a large number of students (Sarayrah, 2003).

2.5 The Benefits of Implementing Collaborative Learning

Genuine benefits can be gained from any learning approach once its advantages are understood. Hence, it is crucial to understand any approach completely before making any judgments on its merits (Annett, 1997). In comparison with competitive and individualistic efforts, (CL) environment offers more caring and supporting relationships which result in higher productivity. Students working in groups can often handle challenging situations that are beyond the abilities of an individual. Davidson (1995) argued that students become significantly more competent and productive when they work together. Moreover, students who are less

competent than others also perform better, as collaborative learning provides them with accessible assistance from other learners or the instructor.

Collaborative learning offers several significant social benefits that enhance the overall learning experience. Johnsons (1989) and Pantiz (1999) mentioned more than 50 advantages for CL. Then, Laal and Ghodsi (2012) summarized this long list into four major categories of: social, psychological, academic and assessment. Firstly, CL plays a crucial role in fostering the development of learners' social systems, enabling them to build and strengthen interpersonal relationships within the learning environment. Secondly, it promotes diversity awareness among students or staff, encouraging a deeper understanding and appreciation of different perspectives and backgrounds. Thirdly, CL creates a positive environment that models and facilitates collaboration, ultimately leading to the formation of vibrant educational communities. These communities provide a supportive framework for shared learning experiences and mutual growth, extending the benefits of collaboration beyond individual assignments or projects.

Laal and Ghodsi (2012) also emphasized the psychological benefits of collaborative learning, which positively impact students' well-being. Firstly, the student-centered learning atmosphere inherent in CL enhances learners' self-confidence, empowering them to take an active role in their education and fostering a sense of autonomy. Secondly, collaboration has been shown to lessen anxiety among students, creating a supportive environment where the pressure of individual performance is distributed among group members. Thirdly, CL contributes to building positive feelings toward teachers, as it often involves a more facilitative role for educators, allowing students to perceive them as supportive guides rather than

authoritative figures. These psychological benefits collectively contribute to a more positive and engaging learning experience for students.

Moreover, Laal and Ghodsi (2012) highlighted several academic benefits of Collaborative learning. Firstly, CL plays a crucial role in developing critical thinking skills, as students engage in discussions, debates, and problem-solving activities with their peers. Secondly, it ensures that students are actively engaged in the learning process, promoting deeper understanding and retention of material. Thirdly, CL often leads to better classroom outcomes, with improved academic performance and higher achievement levels. Fourthly, it demonstrates appropriate techniques for students to solve problems, fostering practical skills that are valuable beyond the classroom. Fifthly, CL makes it possible to personalize large lectures, breaking them down into smaller, more interactive group sessions. Lastly, CL is particularly effective in encouraging students in specific subject areas, as it allows for peer support and shared enthusiasm in learning. These academic benefits collectively contribute to a more comprehensive and effective learning environment.

This also gives teachers a chance to give their students more guidance and support. According to Cooper et al., (1984), Collaborative learning (CL) offers significant benefits for assessment. One key advantage is the utilization of various alternate assessment methods by both teachers and students, moving beyond traditional written tests. This diversity in assessment techniques allows for a more comprehensive evaluation of student learning. Additionally, CL provides teachers with a unique opportunity to better understand each student's learning style and performance through effective interaction. This deeper insight enables educators to offer more tailored guidance and support to their students. As Cooper et al. (1984) noted, CL enables teachers to observe how students engage, express their thoughts,

raise questions, and explore ideas and concepts. Hence, compared to merely using written tests, CL methods of assessment are significantly more inclusive and can lead to a more accurate representation of student learning and potentially improve educational outcomes.

Sidgi (2022) carried out a study about the benefits of using collaborative learning strategy in higher education. The research involved university students from Al-Turath College in Baghdad, Iraq. The study investigated the advantages of group learning for academic success considering group studying as a way of life and a method of education. The research showed that when students collaborate to study, they gain more knowledge, become more involved in the classroom, and eventually accomplish their goals. The study also quantified the advantages of group work in the classroom for social, psychological, and academic domains.

By exchanging ideas, having group discussions, and examining problems, both teachers and students can benefit from it. Ultimately, because of this positive impact that collaborative learning spaces have on the progression of the classroom, the study has suggested that higher educational institutions should promote using it.

2.6 Theories of Collaborative Learning

Collaborative learning theories in general are centred around the importance of social interaction and group work in the learning process. In the study at hand, the researcher discusses the key theoretical foundations in the literature of collaborative learning.

2.6.1 Social-Cultural Theory (SCT)

Whereas cognitive theories of second language acquisition concentrate on the internal cognitive of learners and how they process input, social-cultural theories position learners within a broader community or social setting. Most of

social-cultural theory approaches (SCT) employed in education today originate from the works of Lev Vygotsky (1978), who claimed that social interaction is fundamental for all learning, which led to the rise of the concept social constructivism.

Since collaborative learning involves learners contributing in social activities to learn, it is basically guided by Vygotsky's (1978) social constructivist theory of learning and human cognitive development, widely known as Sociocultural Theory (SCT). According to Vygotsky (1978), cognitive growth takes place on social level before it does within an individual. Understanding people and creating knowledge on this social level enables students to relate themselves to situations. Among Vygotsky's most well-known concepts is the zone of proximal development (ZPD), this concept was initially proposed in 1978. The approach suggests that learning should be aligned with a child's developmental level. Vygotsky defines (ZPD) as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 85). He stated that it is necessary to distinguish between two developmental levels to properly understand the relationship between learning and development. These two levels of development are the actual and potential levels. The actual level refers to the achievements that children can independently perform as opposed to potential level of which refer to what children are able to achieve with assistance. The ZPD was thought to be a more reliable, dynamic, and relative indicator of cognitive development than what children could do on their own. According to a Vygotskian tradition, the goal of collaborative learning (CL) is promoting social interaction between students and their teacher or among students, that assists them to proceed beyond the Zone of Proximal Development (ZPD) to an advanced mental growth level. From this perspective,

the goal of teaching is to engage learners in activities where they actively interact, negotiate, and collaborate. Thus, the classroom is no more teacher centred.

2.6.2 Group Development Theory

Group development theory was proposed by Tuckman (1965). He set out a model that concentrates on how a team undertakes a certain job from the time the team is formed until the project is accomplished. The main goal of this model is to emphasize the importance of effective teamwork which creates a positive atmosphere for its members. As a result, Team members are motivated to collaborate and engage in the learning process. Tuckman's (1965) model outlined developmental stages for various types of group settings, which include testing and dependency, intragroup conflict, the development of group cohesion, and functional role relatedness. Additionally, he identified stages of task activity, namely task orientation, emotional response to task demands, open interchange of pertinent interpretations, and the emergence of solutions. Over time, Tuckman's model of group development outlines five key stages that teams typically undergo as they progress toward effective collaboration. The first stage is forming, in which the group meets, sets goals, and begins to address initial challenges. Following this, the storming stage, which involves group members sorting themselves out and understanding each other's roles within the team. As the group moves into the norming stage, it establishes norms and develops cohesion among its members. The fourth stage is performing, which is characterized by the group working efficiently toward its goals, demonstrating high levels of collaboration and productivity. Finally, the adjourning stage, which was added later, and it involves disbanding of the group once the task is accomplished, allowing members to reflect on their experiences and achievements.

This model was significant in its time for addressing the dearth of relevant research. And it has been recently significant again due to the increasing importance of groups and teamwork in the workplace. The model has gained more popularity among human resources development (HRD) practitioners and academics. Kim (2022) stated that the Tuckman model is the most widely utilized model for researching group dynamics and development. As group members often adhere to a social structure while cooperating to accomplish common objectives. Zakaria, et al., (2023) carried out a study that explores group work by using Tuckman's model among Malaysian undergraduate students. The study aims to investigate the influence of this model on the groupwork and the relationship between the stages. This study found that all stages influence students group work experience positively. Additionally, it found that there is moderate positive relationship between the stages forming and norming as well as between forming and performing. Therefore, to enhance the effectiveness of group work in EFL classrooms, collaborative learning can be assisted by following the previously mentioned stages.

2.6.3 Constructivist Learning Theory

According to Phillips (1995), the term constructivism refers to students constructing knowledge for themselves. Constructivism encourages students to explore and stimulates their natural curiosity about the world and how things function. There are two main notions of constructivism. The first notion is students learn by integrating new information with what they already know (no tabula rasa on which new knowledge is etched). The second notion is considering learning as an active process and considering learners as active agents. Learners make the most of their current understandings, notice of any relevant elements in newly learned material. Then, they assess the coherence of previously acquired and newly developing

knowledge. Consequently, they adjust their knowledge depending on that assessment (Phillips, 1995).

Constructivist learning must occur within a suitable constructivist learning environment that provides the opportunity for active learning. According to Tam (2000), while adopting constructivist instructional strategies, the fundamental characteristics of learning environment should be considered. Learning is a social experience in which teachers and students share knowledge through active interaction between each other. Learning through authentic real-world tasks that give learners direct involvement in the process and selecting how they will acquire knowledge. Authority is shared among teachers and students, as the teacher's role is either a guide or a facilitator. Therefore, student-centred learning is fostered. Learners take responsibility in the learning process through collaborating with colleagues and teachers. Reflection on constructed knowledge should be encouraged since the most effective forms of education are those that promote understanding and thinking above rote memorization (Tam, 2000).

By promoting a collaborative and idea-sharing environment in the classroom, constructivism helps students develop their social and communication skills. Through engaging in group activities, students will learn how to effectively cooperate and express their thoughts clearly. As a result, students learn how to exchange ideas with others and assess their contributions in a way that is acceptable in society. This is necessary for them to succeed in the real world as they will encounter a range of situations where they should collaborate and negotiate other people's viewpoints.

2.6.4 Second Language Acquisition Theories (SLA)

Since the SLA discipline was founded, there have been several studies in the mainstream of cognitive SLA that examined strategies of improving the competency

of second language learners. Besides numerous hypotheses that have been presented to clarify how second language learners can become more competent. In the 1970s, Krashen proposed a monitor model, and he had then revised and expanded his earlier theory to propose a model of input hypothesis. Krashen's (1985) Input Hypothesis received the highest amount of attention among the relevant theories, yet it has additionally received the highest criticism. It has significantly influenced the field of second language acquisition. Input Hypothesis proposed all humans have direct access to Universal Grammar (UG), on the other hand, Chomsky's (1965) theory argued that only native children (not adults) can access Universal Grammar. (SLA). Krashen proposed Two techniques to language acquisition are learning and acquiring. "learning" is a (conscious process) while "acquiring" is (subconscious process). Learning requires formal instruction, on the other hand, acquisition entails picking up a second language via communication. Input hypothesis suggests that the input of language information should be in an adequate level of difficulty which is slightly above the level at which the learner is currently performing. The formula $i + 1$ represents this hypothesis. The learner's current language level is represented by i , and the language input slightly above it, is represented by 1.

There are some characteristics of effective input. First, information given should be comprehensible and the input should make learning exciting and applicable. In addition to that, the structure of information should not be based on grammatical order (Krashen, 1999). These characteristics are met by applying collaborative learning. Learners working together in a positive environment where they are highly motivated to communicate, explain, share their ideas, and express their feelings which reduce anxiety. Besides that, the input is not at a very high level of difficulty. Because students are explaining to each other and learning from each other, they make input

more comprehensible for themselves. As non-comprehensible input is only distracting to learners and does not support SLA.

2.7 Teachers' and Students' Roles in Collaborative Learning

Most researchers recently agreed that 21st century skills should be integrated in the classroom environment, and it is the instructors' responsibility to improve education setting and outcomes. As Erdoğan (2019) stated that teachers' role is to help students associate learning with real life besides providing the necessary skills for students to be successful in life. Researchers also have been long advocating active learning, where teachers organize their classes in a way that motivates interaction among their students. In a teacher centered classroom, the teacher is the active problem solver and the student is the passive recipient of the teacher's instruction. On the other hand, using collaborative learning approach makes the teacher more facilitator who often provides help whenever needed. Students become the active agents who share their thoughts, explain to each other in collaborative groups and utilize their problem-solving skills. According to (Bargh & Schul, 1980; King, 1992; Peterson, Janicki, & Swing, 1981), explaining things to others assists understanding because it pushes the one who explains to simplify and restructure the information, as well as identify any misunderstandings or gaps in their own knowledge, which results in an overall comprehension of the content and the formation of new perspectives. Students can achieve progression by interacting with peers, suggesting, and discussing ideas, beliefs, and concepts. (Srinivas, H., 2011).

The role of teacher is to describe the tasks that students should accomplish working together as one team, provide an example of how to perform those tasks, as well as monitoring the groups to ensure that they are working properly. The main

mission of teachers is to prepare their student for peer collaboration. This preparation process can vary from a brief description of the behaviours required during group work to in-depth social skills training and practice. (Webb et al., 2008).

Apple (2006) stated that there are several roles for teachers and students to play in the classroom. Assigning these roles depend on various factors such as the type of the activity and the time frame appointed to it. However, there are some common roles that can be potentially played In group settings. Firstly, the facilitator is the one who plays a crucial role in guiding the group to stay on target and focused on their objectives. The second is the recorder who is responsible for taking detailed notes on the group's responses and decisions, ensuring that important information is documented. The third role is that of the summarizer, who oversees the process of summarizing the group's discussions and responses to provide clarity and cohesion. The fourth is the reporter who serves as the liaison, communicating the group's thoughts and conclusions to other groups or stakeholders. Lastly, the timekeeper who is tasked with monitoring the time remaining to accomplish the group's goals, helping to maintain a productive pace throughout the discussion. Together, these roles contribute to a well-organized and efficient group dynamic.

It is recommended by researchers that teachers appoint roles to students when CL roles applied in the classroom for the first time. After familiarizing students with Cl roles and activities, students can be allowed to select their roles within the group which give them some sort of authority and motivation. Yet teachers should ensure that students exchange roles, and no student play the same role every time.

Through practicing collaborative learning students feel more involved. This results in creating more responsible individuals who take responsibility for their

education and later for their workplace which therefore adds values to professionalism. Both teachers and students transition from being directors and controllers, to more supportive roles as facilitators and enthusiastic participants (Slavin, 1990).

2.8 Collaborative Learning in the EFL Classroom

CL in the foreign language classroom is widely known to enhance the use of the target language, improve communication, develop learner autonomy, and boost confidence. Besides the effectiveness of CL as a teaching approach that encourages participation, social interaction, and development of inter-personal skills. According to Lightbown and Spada (2021), learning occurs effectively when it is experienced, shared, and involved in social interactions. In addition to facilitating language learning, collaborative learning provides an authentic environment for effective communication.

A study conducted by Bicen and Amini (2024) examined the impact of collaborative learning on students' motivation and speaking anxiety in EFL classes in Sweden. To enhance students' communication and cooperation skills, the researchers implemented collaborative learning activities such as group presentations and discussions in primary school English classes. The findings revealed that these activities positively influenced students' motivation and reduced their speaking anxiety. Students reported feeling less anxious when speaking in front of their classmates and showed a greater willingness to participate in group tasks. However, the study also identified challenges to collaborative learning, including unequal participation among students. Additionally, it highlighted several factors such as motivation, confidence, and prior knowledge. All of which can affect students' participation and, consequently, the outcomes of collaborative learning.

Koç (2018) conducted a notable study that explored CL with a focus on group activities at Inonu University, English Language Teaching Department. The study involved 25 Turkish EFL teachers and 486 students. It employed a mixed-methods approach that included separate questionnaires for teachers and students, as well as in-depth interviews with four teachers and ten students to explore their views on group activities and collaborative learning. The results indicated that most students favored group activities, as they perceived these to enhance interaction and learning opportunities. However, teachers reported less enthusiasm for group activities, mainly due to concerns about classroom management and increased noise levels during group work. The study recommends that teachers receive targeted training in CL techniques to facilitate more effective classroom implementation and support student skill development.

Chen (2018) conducted a study to examine the perceptions of EFL college students in Taiwan toward collaborative learning. The participants reported that working together in groups enabled them to solve problems more effectively than working individually. The findings further revealed that brainstorming with peers fostered critical thinking skills, even in situations where none of the group members initially knew the answer. Through this process, students learned to collaborate, offer constructive criticism, and provide reflective feedback on one another's work (Chen, 2018).

Furthermore, Li (2025) conducted a study in China on college English programs to explore the impact of collaborative learning on student engagement. The research specifically examined how peer support mediates the relationship between collaborative learning and engagement, as well as how group size moderates this effect. Using quantitative methods, the study demonstrated that collaborative learning

enhances student engagement primarily by strengthening peer support. Moreover, the findings indicated that group size significantly influences the extent to which peer support fosters engagement. Which suggests that the structure of collaborative groups can shape the benefits students gain from peer interaction.

Al-Asadi et al. (2020) conducted a study in Iraq to explore how Iraqi EFL third-year students perceive a collaborative learning (CL) intervention. The study employed a mixed-methods approach, using a questionnaire and interviews to investigate students' attitudes. The findings revealed that most participants reported developing positive attitudes as a result of the CL intervention. This research is particularly significant because the Iraqi and Libyan contexts share the same Arabic language and cultural background. Moreover, the methodology adopted in the study aligns closely with the design of the present research, and this provides valuable insights for applying the same questionnaire to a similar population in Libya,

2.9 Collaborative Learning in Higher Education

As the demands of the current workforce are evolving, higher educational institutions are not only in charge of knowledge acquisition but also to equip students with the skills that are required by job employers. Integrating CL can develop these skills such as critical thinking, effective communication, and problem solving. According to Slotte et al., (2004), collaborative learning is an effective teaching technique in higher education Since it prepares students for employment where they need to work in teams. Besides that, research in the higher education sector recommends collaborative learning as a strategy that encourages student participation in activities. Which consequently improves students' ability to solve problems, think critically, communicate with others, and persevere.

According to Deardorff and Arasaratnam-Smith (2017), group learning in higher education can promote development of skills such as listening, interpreting, analysing, and connecting. Thus, internal cognitive and emotional outcomes including empathy, adaptability in communication style, ethno-relativity, and ambiguity tolerance can all be enhanced. Overall, collaborative learning is an effective educational strategy in higher education, offering cognitive and social benefits when properly implemented.

Numerous studies have explored the impact of collaborative learning in the EFL higher education. Among these studies, the study conducted by De Hei et al., (2015) in the Netherlands. Which explored how collaborative learning can contribute to student learning outcomes and teamwork preparation. The researchers collected data from 115 lecturers in higher education using a survey on collaborative learning practices and beliefs. Subsequently, the researchers conducted semi-structured interviews with 10 lecturers to obtain deeper understanding. The study analyzed the relationship between collaborative learning practices and lecturers' beliefs by using multivariate analysis of covariance and regression analysis. Results showed that 102 participants used collaborative learning in their lectures, with eight reasons for not using it. The study also examined the relationship between practices of collaborative learning and lecturers' orientation towards student learning. The study recommends supporting teachers in designing and implementing collaborative learning to turn knowledge about collaborative learning into effective practices.

Another study was done by Scager et al., (2016) focussing on factors increasing the effectiveness of collaborative learning in Higher Education. Nine groups of second- and third-year students from five different undergraduate life sciences courses participated in focus groups for the data gathering of the study. The

findings indicated that student autonomy and self-regulatory behaviour, along with a demanding complex group project that required students to be creative were the elements that evoked successful collaboration. The study also emphasized the importance of students working together to encourage responsibility and teamwork skills. Contrary to expectations, there was no evidence of free riders. This suggests effective collaboration and equal effort from all group members. Additionally, Students focussed on the learning experience and the final product more than their grades. This indicates a shift of students' interest on a deeper engagement in the learning process.

A study conducted by Bećirović et al., (2022) at International Burch University in Bosnia and Herzegovina to examine the effects of gender and grade level on CL and motivation for EFL students. Their research also aimed to determine which components of CL are significant predictors of students' motivation and EFL achievement. The study involved 211 high school participants and found no significant differences in CL or motivation based on gender or grade level. However, individual accountability and interpersonal skills emerged as significant predictors of motivation, while promotive interaction and interpersonal skills were significant predictors of EFL achievement. The authors emphasize the importance of incorporating cooperative learning strategies and motivation-strengthening activities into EFL teaching to enhance student outcomes.

Another recent study was done by Wicaksono (2024) in Ma Chung University in Indonesia. It is also about the effectiveness of collaborative learning in higher education, with a focus on the Management program in Malang. The research emphasized the growing body of evidence supporting the necessity for enhancing the learning process in higher education through collaborative learning. The study used

action research with second-year students in three different courses-IT for Finance, IT for Marketing, and IT for Human Resources Management. As part of the approach, the students were split up into groups for various difficult assignments. Which all culminated to produce a comprehensive book with several groups writing separate chapters. According to the findings, collaborative learning was generally well-received by students, as 90% of them said it was inspiring and successful. Although some friction was noticed, the study revealed that small-group activities that led into larger group tasks promoted cooperation and reduced conflicts. Further empirical research was recommended by the research to improve this strategy and deal with any remaining issues. This was a successful adoption in just one semester which shows that it has the potential to be used more broadly in various university contexts, adding to the continuing discussion about effective pedagogical tactics in higher education.

Zamorano et al., (2025) aimed to investigate the impact of peer feedback roles on task performance, feedback implementation, and students' perceptions of learning and trust in group activities. Using a counter-balanced within-subject experimental design with 45 third-year undergraduate psychology students, the study found no significant effects of peer feedback roles on task performance or feedback implementation. Additionally, students reported similar perceptions of learning and trust regardless of whether they provided or received feedback. These findings suggest that both roles in peer feedback activities contribute equally to students' learning and trust outcomes.

2.10 Challenges in Implementing Collaborative Learning

Although collaborative learning offers numerous advantages for both academic achievement and social skills, educators remain reluctant to adopt it as an instructional approach in their classrooms. When examining the effectiveness of

collaborative learning, researchers have identified several obstacles that teachers and students may encounter, which can hinder the successful implementation of this method. One of the most argued obstacles is the unequal participation in group work (Freeman & Greenacre, 2010). Although collaborative learning should involve all members of the group, some students might be unwilling to contribute.

As a result, others might take the lead in the conversation, or the activity being conducted in the classroom. This lack of ability of group members to coordinate their efforts is a barrier to both individual and group progression. According to Barron (2003), even though members of a group perform beneficial activities, the group may not advance if there is a lack of attention to other members' suggestions. Group members who engage in incoherent talks tend to either interrupt or talk over other group members, dismiss recommendations from others, defend and reiterate their own opinions, and reject offers from others without providing further explanation or reasoning.

Bower and Richards (2006), highlighted student hesitancy as another vital issue that hinders implementation of CL. Students always desire to be given credit for their achievements. However, their individual efforts could be unrecognized when they work as a team. Additionally, some factors related to personality may make some students avoid collaborating with others. As some shy students lack confidence to share their thoughts and work in a group.

Moreover, diverse language proficiency levels in the classrooms could effect students' participation in CL activities. According to Ibrokhimova (2023), students placed in groups with peers of different language proficiency levels can increase learner anxiety during activities and lower attendance, as some students feel less confident or become reluctant to participate. Teachers often call on the most active

students, which unintentionally leads to inactivity and reduced self-esteem among less proficient or more hesitant learners.

The size of the classroom and group size in collaborative learning environments can also significantly impact student engagement and performance. Brame and Biel (2015) noted that instructors frequently use smaller groups to optimize peer-to-peer learning benefits. Besides that, Blatchford and Russell (2019) conducted a study on class size and its impact on group teaching and learning. They supported the idea that smaller groups are more effective for both classroom management and student performance. Their findings indicated that larger class sizes, which often result in larger groups within the classroom, present significant challenges for teachers and can negatively affect student outcomes.

Assessment is another major barrier to teachers not implementing collaborative learning approach. Strijbos (2011), stated that teachers could face some challenges whilst assessing students' performance and accomplishments when implementing CL in classrooms across all educational levels. In general, assessment is a complicated procedure that may become more challenging in group activities. It appears to be an imbalance between the necessity to teach students collaboratively through group tasks and the requirement for individual assessments of each student's knowledge and skills. (Gillies and Boyle 2010; Hammar Chiriac and Forslund Frykedal 2011; Postholm 2008; Webb 1997).

Additionally, lack of teachers training programs results in teachers lacking the skills to manage group work and how to organise it in a beneficial way. Gillies & Boyle (2010) stated that teachers often face difficulties to balance between keeping an eye on students' behaviour, scheduling group activity, supplying necessary resources, and assigning individual responsibilities. Moreover, group work may not be only time

consuming for teachers to arrange the activities but also challenging to finish each activity with the timeline assigned to it. However, (Kayange 2016) stated that preparing effective students in the 21st century requires teachers to be highly trained and equipped with the knowledge and skills to be able to deal with any challenges.

Furthermore, Alzubi et al. (2024) conducted a study in Saudi Arabia to explore teachers' perceptions of EFL students' engagement in collaborative learning, with particular attention to implementation issues and possible solutions to related challenges. The researchers employed a descriptive survey approach, using both interviews and a closed-ended questionnaire administered to a convenience sample of 45 EFL teachers. The findings showed that EFL teachers had a positive perception of university students participating in collaborative learning in EFL classes. According to the analysis of the interview transcripts, teachers experience a variety of challenges while implementing collaborative learning. The challenges include a lack of professional development, diverse language proficiency, cultural differences, impartial participation, personal conflicts, and limited class time. Moreover, the researchers suggested some recommendations that were also proposed by the participants of the study to try to overcome these obstacles and create a successful collaborative learning environment. The participants recommended that EFL teachers should obtain specific training of use of collaborative learning techniques as well as enhancing their language proficiency and time management skills.

2.11 Summary of the Chapter

This chapter provided definitions of attitudes and explained why understanding both teachers' and students' attitudes is important for improving language learning process. It also discussed collaborative learning as a philosophy, teaching approach, and classroom strategy, as well as outlined what makes CL

effective and how it differs from any other group work. Moreover, this chapter reviewed key benefits of collaborative learning and summarized relevant theories and literature, particularly in higher education EFL contexts. It also addressed challenges from the literature that could hinder effective collaborative learning.

Chapter Three

Research Methodology

3.1 Introduction

This chapter discusses the research methodology used in the study. It provides a detailed discussion of the mixed-method approach which was adopted to conduct this study. Additionally, this chapter explains the data collection tools, including procedures for validation, reliability assessment, and piloting. Furthermore, it covers the population and sampling techniques of the study. It also provides a discussion of the methods used for data analysis and ends in a summary of the chapter.

3.2 Research Design

Burke Johnson et al., (2007, p. 123) defined mixed-method research as: “the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration”. Creswell (2011) further elaborated on describing mixed methods research as a philosophy and research design orientation that is used for collecting, analysing, and combining both quantitative and qualitative research in a single study or series of studies to understand a research problem. Hence, more understanding of research problems can be obtained than using one approach. Furthermore, Stange K et al. (2006) stated that mixed method approach helps to generate new outcomes by utilizing a combination of two methods which can be done either concurrently or sequentially following a line of inquiry. A mixed methods approach was chosen for this study to draw on the strengths of both qualitative and quantitative methodologies, thereby enhancing the credibility and validity of the findings. This approach is grounded in the principles of triangulation,

which enables the integration of attitudes obtained from questionnaires and interviews, and helps overcome the limitations of single-method research designs (Turner, Cardinal, & Burton, 2016).

This research is exploratory in nature, aiming to gain initial insights into the attitudes of Libyan EFL university teachers and students towards collaborative learning. According to Creswell (2007), exploratory research is particularly useful when the researcher has limited prior knowledge with the topic, as it offers an important starting point for understanding the issue. This research also adopts a sequential design, beginning with an initial stage of quantitative data collection, followed by a qualitative stage. As Creswell (2005) explained, exploratory research proceeds sequentially, with each stage building on the previous one and the results from both stages integrated to inform the overall interpretation of the study. Moreover, Subedi (2016) stated that sequential design is a widely preferred approach among researchers. The underlying rationale for this approach is that quantitative data provides a broad overview of the research problem whereas qualitative data gains a more nuanced understanding of the research problem. As it builds on the benefits of both qualitative and quantitative approaches while minimizing their respective drawbacks, this strategy has become more common in recent years.

3.3 Data Collection Tools

This section outlines the tools employed to collect both quantitative and qualitative data for the study.

3.3.1 Close-ended Questionnaire

According to Van den Broeck et al. (2013), a questionnaire is a measuring instrument that consists of a set of questions with answer options, instructions, and blanks for responses. As noted by (Singh 2017), questionnaires are the most widely

utilized instruments for collecting data for input evaluation and assessment, particularly in sociodemographic, economic, and KAP (Knowledge, Attitude, and Practice) research.

The first stage of the data collection process involved the utilization of a questionnaire, which was adapted from Al-Asadi et al., (2020). The questionnaire consists of two parts; the first part is about the positive features of CL and the second part is about potential causes of ineffective collaboration. There are twenty statements in total. The questionnaire was modified by the researcher based on feedback from a panel of experts and the piloting process. Brace (2018) stated that online self-completion questionnaires are cost and time effective to conduct a large-scale study. Moreover, Hoerger (2010) highlighted online surveys as a significant methodological approach in psychological research, as they support ethical and voluntary participation. These digital surveys provide participants with greater autonomy, transparency, and confidentiality, enabling more informed and unbiased research engagement while addressing critical ethical considerations in data collection.

The questionnaire was anonymously answered by students to promote obtaining more honest and accurate responses. Patten (2014) mentioned that administering anonymous questionnaires encourage respondents to provide truthful responses. The aim of using the questionnaire was to explore EFL students' attitudes towards collaborative learning in the different educational colleges of the University of Zawia. The attitudes are derived from the answers provided by students to a closed-ended questionnaire. The questionnaire items formed five-point Likert type scales and reflected students' attitudes. According to Colosi (2006), close-ended questionnaires are commonly used in the field of SLA regarding the investigations of individual difference variables, such as motivation, anxiety, and self-confidence. Questions are

carefully selected response options that allow each participant to choose an answer within the same frame of reference. Since the answers are predetermined, they are more particular than open-ended questions and are more likely to encourage consistency in the interpretation of the question and responses. Singh (2006) defined a Likert scale as a set of statements (items) provided for a hypothetical or actual circumstance under study in which participants are required to state how much they agree or disagree with the statements (items) provided. The statements are intrinsically linked to each other because each of them reveals a particular side of the attitude towards the topic under study.

Colosi (2006) pointed out that a Likert scale is a widely utilized structure response choice in designing a close-ended questionnaire as it is simple to code replies and report back on them. A Likert scale involves asking participants to answer each question by rating each item on a 1-to-3, 1-to 4, 1-to-5, 1-to-6, or even 1-to-7 response scale. A 5-point Likert scale is the scale used in the present study and includes the items: “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree”. Fernandez and Randall (1991) stated that the scales which offer “neutral” option do not make respondents feel requested to decide one way or the other on an issue. This consequently reduces the chance of response bias. Aybek and Toraman (2022) found that using a 5-point scale provides benefits over using a 3-point response category in terms of reliability and test information perspective in the scale development process. The 5- point scale is less complicated for respondents to complete than a 7-point scale, which adds an advantage to the 5- point scale in terms of reliability. Therefore, it offers an adequate balance between the simplicity of a 3-point scale and the complexity of a 7-point scale.

3.3.1.1 Piloting of the Questionnaire

A pilot procedure is carried out to save time and money by preventing fatal errors in research. (Polit & Beck, 2017). Ismail et al. (2018) define pilot as a preliminary research project conducted prior to a full-scale study, enabling researchers to assess the viability of the research process, refine research inquiries, identify suitable methodologies, and estimate the resources required for the final study. Moreover, it can promote rigorous methodology and verify the validity of both the study and the employed methods.

In this study, the questionnaire was piloted to ensure the validity of the questionnaire items. Prior to distribution, the questionnaire was tested with five students from the 8th semester of the English Departments at University of Zawia. During this process, the researcher observed that some participants experienced difficulty comprehending certain terminology used in the questionnaire. This lack of clarity in vocabulary could potentially compromise the accuracy of the study's findings. To address these issues, modifications were made to several questions by replacing complex words and structures with simpler synonyms and clearer structures that resulted in creating the last version of the questionnaire (Appendix A). For example, some words like the word, "abundant" was changed to "a lot of". Some statements were also revised, like the statement of "CL fosters caring and mutual commitment among group members to achieve their mutual learning tasks" was revised to "CL helps in providing care, support, and strong shared responsibility between learners". Several items in the questionnaire were simplified or clarified for better understanding. For example, "CL helps maximize my own and each other's learning potentials" became "CL helps me, and my peers reach our full learning potentials," and "CL motivates me to care for each other's success and challenge in

learning” was rephrased as “CL encourages me to support and learn from my peers.” Terms like “self-esteem” and “self-regulating” were replaced with “self-confidence” and “self-controlling,” respectively, while expressions such as “I feel reluctant” were clarified to “I feel I am not sure”. These adjustments were made to improve clarity, accessibility, and ease of understanding for the participants

3.3.2 Semi-structured Interview

The second stage of the data collection process involved the utilization of semi-structured interviews to obtain qualitative data. According to Fraenkel et al. (2008), interviews are among the most effective instruments for gathering qualitative data, as they enable researchers to explore participants’ perspectives in depth. This is facilitated by the ability to rephrase questions, allowing researchers to elicit information that may reveal attitudes not directly observable in participants’ responses to questionnaire items (Hitchcock & Hughes, 1989). Fontana and Frey (2000) discussed that the most common method of interviewing involves individual, face-to-face verbal exchanges between the interviewer and the participant.

However, interviews can also take various forms, such as group interviews or focus groups, mailed or self-administered questionnaires, and telephone surveys. They also can be structured, semi-structured, or unstructured, allowing for flexibility according to the requirements of the research study.

According to Ayres (2008, p. 810), "The semi-structured interview is a qualitative data collection strategy in which the researcher asks informants a series of predetermined but open-ended questions". George (2022) mentioned one of the main advantages of the semi-structured interview is that it provides a flexible opportunity for asking further questions and discussions instead of affirmative or negative brief

answers. It also provides insights into respondents' opinions and experiences which serve the purpose of the qualitative data collection process.

Moreover, Fontana & Frey (2005) stated that semi-structured interview provides the researcher with contextual understanding by allowing them to discover the social, historical, and cultural aspects that affect the research subject. As well as semi-structured interviews allow the researchers to obtain more detailed responses and even unforeseen findings. Finally, it can assist to establish a good rapport between participants and researchers by allowing the participants to talk freely about their views at their own pace and using their own words.

3.4 Population and Sample of the Study

The current study used convenience sampling, which is a non-probability sampling technique in both quantitative and qualitative stages. Dörnyei (2007) defined convenience sampling, also known as accidental sampling, as a non-random sampling approach that involves selecting participants from the target population based on practical criteria, such as ease of access, geographical proximity, availability at a specific time, and willingness to participate. According to Golzar, Noor, & Tajik (2022), convenience sampling relies on the availability and accessibility of participants.

The target population of the study comprised of Libyan EFL university teachers and 8th-semester students at the University of Zawia during the 2024-2025 academic year. Given the population size and accessibility challenges, the research narrowed its focus to 8th-semester EFL major students and their corresponding teachers at the University of Zawia with its five faculties: the arts faculty of Zawia and educational faculties of (Zawia, Abu Isa, Al-Ajailat and Nasser). The sample consisted of sixty (60) students from the five faculties (see Appendix D). In addition to six (6)

teachers from the same faculties. Both samples accepted to voluntarily participate in the study. Eighth-semester students were chosen because they are typically in their final year and have experienced nearly the entire EFL curriculum. Therefore, they can provide a more comprehensive perspective into the strengths and challenges on collaborative learning in EFL education throughout their academic journey. The experience of teachers varied considerably, ranging from two to thirty years. Notably, the most experienced teacher held a PhD, while the other five held master's degrees.

For the quantitative part, the researcher reached out to students by posting the questionnaire in social media groups frequented by eighth-semester students at each college. For the qualitative part, the researcher sent an online interview consent and invitation form to a number of university teachers that contained time slots and name fields for the sake of scheduling the interviews. The researcher then communicated with those who filled out the form to schedule interviews at times the teachers had indicated as convenient.

Furthermore, allowing the target population to decide whether or not to participate has added greater flexibility and autonomy to the sampling process. Agrawal (2003) conceptualizes voluntary participation as an autonomous decision or action taken by an individual without external pressure or influences. It refers to a person's choice to engage in an activity or study based on their own free will. It is particularly common in online surveys, where individuals can choose whether to respond without any pressure or obligation. Chesney and Penny (2013) stated that studies suggest voluntary participation in research methods has a vital advantage in leading to more reliable and less misleading responses. This aligns with ethical principles in research that emphasize the significance of participants freely choosing to engage in studies without being under influence. When participants feel no pressure

to join or continue in a study, they are more likely to provide authentic feedback and honest responses.

3.5 Validity of the Research Methods

According to Mokkink et al., (2010). validity is the extent to which the instrument measures the construct or constructs that it is intended to measure. There are three measuring qualities included in validity: criterion validity, construct validity, and content validity. The study in hand used two types of validity, which are content and discriminant validity. According to Bush (1985), content validity is the extent to which the instrument adequately reflects the content that it is intended to measure. To ensure content validity, the researcher consulted with five Libyan EFL university teachers from different colleges in Zawia university. The panel of experts reviewed the research questions and methodology. Then, they provided their feedback and suggested item wording in both questionnaire and interview questions. Their suggestions were all taken into consideration. Nunnally (1978) noted that assessing content validity requires expert evaluation to determine how effectively the scale measures what is intended to measure. This process relies on the professional opinions of subject matter experts to gauge the scale's alignment with its intended purpose.

To further enhance the validity of the questionnaire, the researcher employed discriminant validity. Discriminant validity is a type of construct validity. Campbell and Fiske (1959) introduced the concept of discriminant validity and defined it as a test that demonstrates concepts or measurements that are not supposed to be related are actually unrelated. It is calculated using an independent samples t-test to determine the difference between two extreme groups. Fisher et al. (2020) argued that the extreme groups approach can be a useful tool when studying discriminant validity. It can increase statistical power and provide a clearer picture of the relationships

between variables, particularly in psychological research. This approach involves comparing groups that are theoretically expected to differ on the trait being measured. The calculated t-value for the significance of the difference between the two extreme groups in the total score represents the discriminant validity of the scale. To achieve this, the total scores of the questionnaire items are arranged in descending order from the highest score to the lowest score. The two extreme groups are identified in the total score with a percentage of 27% in each group. By conducting an independent samples t-test, a calculated significance value of < 0.001 was obtained for all dimensions of the questionnaire, which is less than 0.05. This indicates that the questionnaire has discriminant validity, meaning it has a high discriminatory ability.

Table 3.1: Illustrates the results of the t-test for testing the difference between the two groups

Questionnaire	Group	Mean	Std	Means difference	T value	P-value
Questionnaire	Upper group	78.94	3.454	14.75	12.478	< 0.001
	Lower group	64.19	3.229			

3.6 Reliability of the Research Methods

Schmidt et al. (2000) defined reliability as the extent to which a research instrument provides consistent and stable measurements to demonstrate its ability to yield similar results when applied repeatedly under comparable conditions. This concept emphasizes the precision and reproducibility of measurement tools in scientific and educational research.

The study at hand employed internal consistency reliability for the quantitative instrument. Specifically, Cronbach's alpha was used to assess the degree to which items within the instrument were interrelated and measured the same underlying construct. According to Crocker and Algina (1986), Cronbach's alpha is the most

widely used method for estimating internal consistency reliability. Tavakol and Dennick (2011) discussed that this measure assesses the degree to which items in a scale or test are interrelated and contribute to measuring the same construct. Cronbach's alpha provides a single coefficient that estimates the consistency of responses across a set of items, making it a popular choice for researchers evaluating the reliability of their measurement instruments. The value of Cronbach's alpha increases when the items in a test demonstrate stronger correlations with each other. Cronbach's alpha is particularly useful when dealing with multi-item scales or questionnaires, as it provides a single, easy-to-interpret coefficient that reflects the overall reliability of the measure. (Tavakol & Dennick 2011).

Table 3.2: Results of the test (Cronbach's Alpha) for the reliability of the questionnaire.

Questionnaire	Number of statements	Cronbach's Alpha
Questionnaire	20	0.783

The results shown above in Table (2) indicate a reliability level of 78.3% in the responses of the study sample. It is an acceptable percentage since, according to Nunnally (1978) and DeVellis (2017), alpha values above 0.60 are generally regarded as indicating acceptable reliability, particularly in exploratory research contexts. Therefore, it can be concluded that this scale is reliable, meaning that the respondents understand its items in the same way as intended by the researcher. Consequently, it can be relied upon in this field study, as the likelihood of obtaining consistent results upon reapplication is estimated at 78.3%.

Additionally, by soliciting feedback from the teachers on the clarity and appropriateness of the interview questions, the researcher ensured that the interview questions were not ambiguous and interpreted similarly by different respondents. This process supported the overall credibility of the study.

3.7 Data Collection Procedures

The data collection procedure for this study was conducted in two sequential stages. The first stage involved quantitative data collection through a closed-ended questionnaire distributed online between October and December 2024. The questionnaire was distributed online and included an explanation of its aims and relevance to the study. It was designed via Google Forms which includes a translation feature to accommodate the Arabic-speaking participants. Moreover, a clear definition of collaborative learning provided along with an attached YouTube video discussing the topic at the top of the questionnaire. These elements were provided to ensure students fully understood the subject matter, thereby more likely to elicit credible and meaningful responses from participants. For the second stage, it consisted of qualitative data gathered through interviews with teachers. They were conducted from December 2024 to January 2025. All interviews were conducted individually through Zoom during almost two months. The objectives of the study were explained to the teachers and they were requested to share their thoughts as openly and clearly as possible. The audio-recorded interviews were then transcribed. The interviews consisted of 7 open-ended questions, each of which targeted the teachers' attitudes about Collaborative Learning (CL) in the EFL classroom. Permission was obtained from participants to record the interviews by having them click on the consent agreement icon on the interview invitation form. The researcher conducted semi-structured interviews online via Zoom. The interviews duration lasted between twenty to twenty-five minutes, providing sufficient time for in-depth exploration of topics while respecting participants' time commitments. As the interviews were semi-structured, they allowed for flexibility in changing the sequence of questions throughout some sessions. The questions guide of the interviews (Appendix B)

underwent a thorough refinement to ensure clarity and applicability before initiating the interviews. As part of this process, a panel of five university teachers reviewed and refined the questions. This evaluation resulted in a concise yet comprehensive set of seven questions to explore teachers' attitudes and experiences with collaborative learning in EFL classrooms. The participants of the interviews were asked to give their feedback on the clarity and appropriateness of the questions. Their feedback indicated that all questions were clear.

The interview began with an open-ended question about the teachers' understanding of collaborative learning, followed by inquiries into practical approaches and examples. While subsequent questions explored effective activities, their impact on student engagement and learning outcomes, in addition to the challenges faced during implementation. The interview also addressed the resources and support systems teachers rely on to overcome these challenges. Finally, the interview concluded with questions about institutional influences and an opportunity for teachers to provide additional insights. The interviews were recorded, transcribed, and pseudonymized according to the informed consent procedure to ensure participant privacy and ethical data management

3.8 Ethical Considerations

Ethics in general, is what determines if a certain behaviour is right or wrong based on rules or principles (Koocher & Keith-Spiegel, 1998). In the realm of research, ethics is a fundamental aspect of conducting responsible and trustworthy studies. It is concerned with offering guidance for researchers in assessing and appraising studies, as well as setting up enforcement mechanisms to guarantee that research is conducted ethically. It also provides researchers with guidelines to adhere to protect participants, maintain integrity, and ensure the validity of their findings. In

recent years, ethics play a crucial role in protecting participant welfare and data which both minimise harm to participants and the public (Rogelberg, 2004). In this study, the researcher included a brief introduction in both research instruments, detailing their background along with the title and objectives of the research study. The researcher also clarified the type of data collected and informed participants that their involvement was voluntary and their valuable contribution to this research is greatly appreciated. The participants were asked to confirm their approval by clicking on a Consent Agreement icon that was included in the students' online questionnaire and teachers' interview invitation form prior to participating in the study: "I consent to participate in this research study and understand that my responses will be kept confidential". Additionally, the researcher assured all participants that their names remained anonymous in both the questionnaire and interview and their data will be used solely for the purposes of this research. Moreover, they have the right to withdraw from the study at any time without any issues. Participants of the interview were aware that the interviews would be audio-recorded with their consent and all audio recordings and interview transcripts were secured on the researcher's protected computer, with access restricted to the researcher.

3.9 Data Analysis Methods

The following are the methods used to analyze both the quantitative and qualitative data collected in the study.

3.9.1 Quantitative Data Analysis

The quantitative data were analyzed using descriptive statistics to summarize students' attitudes towards integrating collaborative learning in the EFL classroom. Frequency tables, means and standard deviations were computed for each statement to assess the central tendency and variability of responses. The statistical software

used for the analysis was SPSS V27, and results were interpreted to identify key trends, concerns, and areas for improvement in integrating collaborative learning within the EFL classroom. Arkkelin (2014) defines SPSS as a versatile software package that facilitates statistical analysis, data management, and output generation for research in the social sciences. Arkkelin (2014) also argued that SPSS is a popular choice among researchers due to its user-friendly interface and comprehensive features. Wagner (2019) also stated that SPSS stands out among researchers globally for its strong data management tools and impressive report-generating capabilities.

3.9.2 Qualitative Data Analysis

The researcher employed thematic analysis to analyse qualitative data manually. This is to address the second research question: “What attitudes do Libyan EFL university teachers hold towards CL?”. According to Braun & Clarke (2006), thematic analysis is a method used to systematically find recurring patterns of meaning within a dataset. These patterns are identified as themes. Clarke & Braun (2017) elaborated more on the advantages of thematic analysis stating that it is a suitable analytical method for various research interests as it assists with versatile research questions, from questions concerning people’s experiences to those regarding a phenomenon in specific contexts. Besides its flexibility of analyzing different kinds of data for instance, transcripts of focus groups or interviews.

In this study, inductive thematic analysis particularly was used to analyse data obtained from semi-structured interviews. Braun and Clarke (2006) argued that in inductive thematic analysis, the themes identified are closely associated with the data itself. The coding and theme development are driven by the content of the data which means that the researcher is not bringing a pre-existing theoretical framework or

hypothesis to the analysis. This approach allows themes to emerge naturally from the data, thus making it particularly useful for exploring new concepts or patterns.

3.10 Summary of the Chapter

This chapter discussed the methodology framework underpinning the research. It systematically addressed key components, including the research design, samples, and research instruments which included a questionnaire and semi-structured interview. It also outlined the rationale behind the selected research design and included the strategies employed for sample selection. Furthermore, the chapter examined other essential aspects of research such as validity, reliability, piloting procedure, and ethical considerations. Finally, the chapter provided an explanation of the data analysis methods.

Chapter Four

Data Analysis

4.1 Introduction

This chapter presents data gathered through a quantitative, close-ended questionnaire completed by Libyan EFL university students and qualitative, semi-structured interviews conducted with university teachers. The quantitative data are organized and presented in tables, while the qualitative data are thematically categorized. Students' and teachers' attitudes are also integrated to explore areas of alignment between the two groups.

4.2 Quantitative Data (Statistical Analysis)

The quantitative data stage involved distributing a questionnaire to students to understand their attitudes towards collaborative learning. The responses were visualized using a combination of tables and figures, primarily bar charts and frequency distributions. These visualizations were chosen because they effectively represent categorical data from Likert scale responses. The quantitative data were analyzed using SPSS V27, a widely used statistical package that facilitated both data cleaning and analysis. The results were displayed on tables with comments underneath. To interpret the results of the Likert scale responses in this study, a relative importance scale was employed based on the arithmetic mean. This scale categorizes the mean scores into five levels of importance, ranging from "Very Low" to "Very High." The following table outlines the interpretation criteria used in the analysis:

Table 4.1: The relative importance scale of the arithmetic mean

Arithmetic mean	Relative importance
1-1.79	Very Low
1.8-2.59	Low
2.6-3.39	Moderate
3.4-4.19	High
4.2-5	Very High

A ranking scale based on the arithmetic mean was developed to categorize responses into five levels of agreement, corresponding to specific score ranges. The following table presents the interpretation criteria used in the analysis:

Table 4.2: Ranking Scale for Arithmetic Mean Interpretation

Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Scale
5-4.2	-3.4 4.19	-2.6 3.39	2.59-1.8	1.79-1	Score

Table 4.3: Collaborative learning involves a lot of opportunities to use the English language.

.No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	CL involves a lot of opportunities to use the English language	-	-	-	-	9	15.0	36	60.0	15	25.0

Table (4.3) presents the distribution of university students' responses to the statement, "Collaborative learning involves a lot of opportunities to use the English language." The findings reveal that the majority of participants held positive attitudes towards this aspect of collaborative learning. Specifically, 60.0% of respondents agreed, and 25.0% strongly agreed with the statement, indicating a substantial consensus on the benefits of collaborative learning for language use. A smaller proportion of participants (15.0%) expressed a neutral stance, suggesting that while they may not oppose the idea, they are perhaps less convinced of its benefits. Notably, no respondents disagreed or strongly disagreed with the statement, underscoring the overall acceptance and perceived utility of collaborative learning in creating opportunities for English language practice.

Table 4.4: Collaborative learning helps create a respectful and fear-free learning setting.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
2	Collaborative learning helps create a respectful and fear-free learning setting	1	1.7	5	8.3	7	11.7	33	55.0	14	23.3

Table (4.4) illustrates participants' responses to the statement, "Collaborative learning helps create a respectful and fear-free learning setting." The data indicate that a majority of respondents perceive collaborative learning positively in this context. Specifically, 55.0% of respondents agreed, and 23.3% strongly agreed, suggesting that nearly 80% of participants view collaborative learning as effective in fostering a respectful and fear-free environment. A smaller percentage of respondents (11.7%) were neutral, indicating some ambivalence or a lack of strong opinion on the matter.

In contrast, 8.3% disagreed, and 1.7% strongly disagreed, reflecting a minority who do not perceive collaborative learning as beneficial in this way.

Table 4.5: Collaborative Learning helps in providing care, support and having strong shared responsibility between learners.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
3	Collaborative learning helps in providing care, support and having strong shared responsibility between learners	1	1.7	4	6.7	12	20.0	25	41.7	18	30.0

Table (4.5) summarizes participants' responses to the statement, "Collaborative learning helps in providing care, support, and having strong shared responsibility between learners." The results indicate a generally positive perception of collaborative learning in fostering these qualities. A combined 71.7% of respondents agreed (41.7%) or strongly agreed (30.0%) with the statement, suggesting that the majority recognize the role of collaborative learning in promoting care, support, and shared responsibility among learners. Meanwhile, 20.0% of participants were neutral, which may reflect a degree of uncertainty or a lack of strong opinion regarding the collaborative learning approach in this context. A small minority of participants disagreed (6.7%) or strongly disagreed (1.7%), indicating that only a few respondents do not associate collaborative learning with these benefits.

Table 4.6: Collaborative learning helps me, and my peers reach our full learning potentials.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
4	CL helps me and my peers reach our full learning potentials.	2	3.3	3	5.0	11	18.3	36	60.0	8	13.3

Table (4.6) outlines participants' responses to the statement, "Collaborative learning helps me and my peers reach our full learning potentials." The results demonstrate that a significant majority of participants perceive collaborative learning positively in this regard. Specifically, 60.0% agreed, and 13.3% strongly agreed, indicating that 73.3% of respondents believe collaborative learning supports their ability to achieve their full learning potential. A smaller proportion of respondents expressed neutral opinions (18.3%), suggesting that while they may not oppose the statement, they are less certain about its impact. Conversely, a minority of participants disagreed (5.0%) or strongly disagreed (3.3%), indicating scepticism or a perception that collaborative learning may not effectively contribute to maximizing learning potential.

Table 4.7: Collaborative learning helps improve inter-personal communication skills and strategies.

No	Statement	Strongly disagree		<i>Disagree</i>		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
5	CL helps improve inter-personal communication skills and strategies	4	6.7	2	3.3	8	13.3	28	46.7	18	30.0

Table (4.7) presents participants' responses to the statement, "Collaborative learning helps improve interpersonal communication skills and strategies." The results indicate that a majority of participants view collaborative learning positively in enhancing these skills. Specifically, 46.7% agreed, and 30.0% strongly agreed, accounting for 76.7% of respondents who acknowledged the role of collaborative learning in improving interpersonal communication. A smaller proportion of participants (13.3%) remained neutral, suggesting some uncertainty or a lack of strong opinion on the matter. A minority of respondents disagreed (3.3%) or strongly disagreed (6.7%), indicating scepticism or a perception that collaborative learning does not effectively contribute to improving interpersonal communication skills.

Table 4.8: Collaborative learning motivates a learning environment with different resources, skills, and experience among group members.

No	Statement	Strongly disagree		Disagree		<i>Neutral</i>		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
6	CL motivates a learning environment with different resources, skills, and experience among group member	1	1.7	3	5.0	9	15.0	32	53.3	15	25.0

Table (4.8) summarizes participants' responses to the statement, "Collaborative learning motivates a learning environment with different resources, skills, and experiences among group members." The findings demonstrate a predominantly positive perception of collaborative learning in promoting diverse and resource-rich learning environments. A majority of participants agreed (53.3%) or strongly agreed (25.0%), indicating that 78.3% view collaborative learning as a motivating factor for leveraging varied resources, skills, and experiences within groups. A smaller proportion of participants expressed neutrality (15.0%), suggesting some ambivalence or lack of strong opinion. Meanwhile, only 5.0% disagreed and 1.7% strongly disagreed, representing a minority who do not perceive collaborative learning as effective in fostering a resourceful and diverse learning environment.

Table 4.9: Collaborative learning encourages me to support and learn from my peer.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
7	CL encourages me to support and learn from my peer	1	1.7	3	5.0	12	20.0	30	50.0	14	23.3

Table (4.9) presents participants' responses to the statement, "Collaborative learning encourages me to support and learn from my peers." The findings indicate that most participants view collaborative learning as beneficial in fostering peer support and shared learning. Specifically, 50.0% agreed, and 23.3% strongly agreed, indicating that 73.3% of respondents believe collaborative learning encourages mutual support and learning among peers. A notable portion of participants (20.0%) expressed neutrality, suggesting some uncertainty or lack of strong conviction about the impact of collaborative learning in this context. A small minority of respondents disagreed (5.0%) or strongly disagreed (1.7%), showing limited recognition of these benefits.

Table 4.10: Collaborative learning builds self-confidence perception and satisfaction in students

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
8	CL builds self-confidence perception and satisfaction in students	-	-	3	5.0	15	25.0	29	48.3	13	21.7

Table (4.10) presents participants' responses to the statement, "Collaborative learning builds self-confidence perception and satisfaction in students." The findings reveal a predominantly positive perception of collaborative learning's impact on students' confidence and satisfaction. Specifically, 48.3% of respondents agreed, and 21.7% strongly agreed, indicating that 70.0% recognize the role of collaborative learning in fostering self-confidence and satisfaction. A smaller percentage of participants (25.0%) expressed neutrality, suggesting some uncertainty or lack of strong opinion regarding this impact. Notably, no participants disagreed or strongly disagreed with the statement, emphasizing the overall acceptance of collaborative learning as a beneficial approach for enhancing confidence and satisfaction.

Table 4.11:CL helps develop lifelong self-controlling learners in and out academia

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
9	CL helps develop lifelong self-controlling learners in and out of academia	1	1.7	5	8.3	14	23.3	29	48.3	11	18.3

Table (4.11) presents participants' responses to the statement "Collaborative learning helps develop lifelong self-controlling learners in and out of academia". The findings show that most participants perceive collaborative learning as a beneficial tool for fostering self-regulated lifelong learning. Specifically, 48.3% agreed, and 18.3% strongly agreed, indicating that 66.6% of respondents recognize the positive role of collaborative learning in this regard. However, 23.3% of participants expressed neutrality, suggesting some uncertainty about the long-term impact of collaborative

learning on self-control and learning beyond academic contexts. A smaller proportion of respondents disagreed (8.3%) or strongly disagreed (1.7%), reflecting a minority who do not perceive collaborative learning as effective in developing self-regulated learners.

Table 4.12: Collaborative learning encourages higher problem-solving strategies and critical thinking skills.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
10	CL encourages higher problem-solving strategies and critical thinking skills	2	3.3	6	10.0	8	13.3	28	46.7	16	26.7

Table (4.12) summarizes participants' responses to the statement, "Collaborative learning encourages higher problem-solving strategies and critical thinking skills". The results indicate that a majority of participants positively perceive collaborative learning as beneficial in promoting these cognitive skills. Specifically, 46.7% agreed, and 26.7% strongly agreed, representing a combined 73.4% of respondents who view collaborative learning as an effective approach to enhancing problem-solving and critical thinking. A smaller proportion of participants expressed neutrality (13.3%), suggesting some uncertainty or lack of a definitive stance on the

statement. Meanwhile, 10.0% disagreed, and 3.3% strongly disagreed, reflecting a minority who do not perceive collaborative learning as significantly supportive of problem-solving and critical thinking development.

Table 4.13: Collaborative learning encourages learners to gradually assume responsibility for their learning processes.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
11	Collaborative learning encourages learners to gradually assume responsibility for their learning processes	1	1.7	1	1.7	14	23.3	31	51.7	13	21.7

Table (4.13) presents participants' responses to the statement, "Collaborative learning encourages learners to gradually assume responsibility for their learning processes". The results indicate that the majority of participants perceive collaborative learning as effective in fostering student responsibility for their own learning. Specifically, 51.7% agreed, and 21.7% strongly agreed, suggesting that 73.4% of respondents believe that collaborative learning helps students gradually take ownership of their learning processes. A smaller proportion of participants were neutral (23.3%), indicating that some may not be fully convinced of the role of collaborative learning in encouraging self-responsibility. Only 1.7% of participants disagreed, and 1.7% strongly disagreed, reflecting a minimal number of respondents

who do not perceive collaborative learning as conducive to fostering responsibility for learning.

Table 4.14: Collaborative learning provides equal learning opportunities for learners.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
12	CL provides equal learning opportunities for learner	1	1.7	7	11.7	18	30.0	27	45.0	7	11.7

Table (4.14) presents participants' responses to the statement, "Collaborative learning provides equal learning opportunities for learners." The findings suggest that a majority of participants perceive collaborative learning as promoting equitable learning opportunities. Specifically, 45.0% agreed, and 11.7% strongly agreed, indicating that 56.7% of respondents believe collaborative learning effectively supports equal learning opportunities for all learners. A considerable portion of participants (30.0%) expressed neutrality, suggesting some ambivalence or a lack of strong opinion about whether collaborative learning provides equal opportunities. A smaller group of respondents disagreed (11.7%) or strongly disagreed (1.7%), reflecting a minority who do not perceive collaborative learning as promoting equality in learning opportunities.

Table 4.15: Not having enough knowledge of the active learning/teaching tools.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
13	Not having enough knowledge of the active learning/teaching tools	2	3.3	11	18.3	12	20.0	25	41.7	10	16.7

Table (1.15) presents participants' responses to the statement, "Not having enough knowledge of the active learning/teaching tools." The findings suggest a mixed perception regarding knowledge of active learning tools. Specifically, 41.7% agreed, and 16.7% strongly agreed, indicating that 58.4% of respondents feel that insufficient knowledge of active learning/teaching tools is a concern. A smaller proportion of participants expressed neutrality (20.0%), indicating some uncertainty or ambivalence on the matter. Only 18.3% disagreed, and 3.3% strongly disagreed, reflecting a minority who do not see a lack of knowledge about active learning tools as a significant issue.

Table 4.16: I do not feel it is beneficial for working with members of groups who have different abilities.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
14	I do not feel it is beneficial for working with members of groups who have different abilities	7	11.7	20	33.3	15	25.0	14	23.3	4	6.7

Table (4.16) presents participants' responses to the statement, "I do not feel it is beneficial for working with members of groups who have different abilities." The results indicate a generally positive view of working with diverse abilities in group settings, as the majority of respondents disagreed with the statement. Specifically, 33.3% disagreed, and 11.7% strongly disagreed, suggesting that 45.0% of participants perceive it as beneficial to work with members of groups with different abilities. A significant portion of participants (25.0%) expressed neutrality, indicating some uncertainty or lack of strong opinion on this issue. Additionally, 23.3% agreed, and 6.7% strongly agreed, reflecting a smaller group who view working with members of varying abilities as not beneficial.

Table 4.17: Not knowing about the right collaborative communication skills.

No	Statement	<i>Strongly disagree</i>		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
15	Not knowing about the right collaborative communication skills	3	5.0	10	16.7	12	20.0	29	48.3	6	10.0

Table (4.17) presents participants' responses to the statement, "Not knowing about the right collaborative communication skill." The results indicate that the majority of participants perceive a lack of knowledge about the appropriate collaborative communication skills as a concern. Specifically, 48.3% agreed, and 10.0% strongly agreed, suggesting that 58.3% of respondents recognize the challenge of not having the right communication skills for effective collaboration. A portion of

participants expressed neutrality (20.0%), indicating uncertainty or ambivalence about this issue. Additionally, 16.7% disagreed, and 5.0% strongly disagreed, reflecting a minority who do not perceive the lack of collaborative communication skills as a significant barrier to effective group work.

Table 4.18: I feel am not sure to participate in Collaborative learning classroom activities.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
16	I feel am not sure to participate in Collaborative learning classroom activities	7	11.7	18	30.0	13	21.7	17	28.3	5	8.3

Table (4.18) presents participants' responses to the statement, "I feel I am not sure to participate in Collaborative learning classroom activities." The results indicate a relatively mixed perception of confidence in participating in collaborative learning activities. A significant portion of participants disagreed with the statement, suggesting that they feel confident in participating. Specifically, 30.0% disagreed, and 11.7% strongly disagreed, indicating that 41.7% of respondents are not unsure about participating in collaborative activities. However, 21.7% of participants were neutral, indicating uncertainty or ambivalence about their participation. Additionally, 28.3% agreed, and 8.3% strongly agreed, reflecting that 36.6% of respondents feel unsure about participating in collaborative learning classroom activities.

Table 4.19: I feel more comfortable working in groups or pairs of the same gender.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
17	I feel more comfortable working in groups or pairs of the same gender	4	6.7	19	31.7	16	26.7	10	16.7	11	18.3

Table (4.19) presents participants' responses to the statement, "I feel more comfortable working in groups or pairs of the same gender." The results suggest a varied perception regarding comfort levels when working with individuals of the same gender in collaborative settings. A majority of participants (31.7%) disagreed, and 6.7% strongly disagreed, indicating that 38.4% do not feel more comfortable working in same-gender groups or pairs. A notable portion of participants (26.7%) expressed neutrality, suggesting some ambivalence or no strong preference regarding gender composition in group work. Additionally, 16.7% agreed, and 18.3% strongly agreed, indicating that 35.0% of respondents feel more comfortable working in same-gender groups or pairs.

Table 4.20: I don't usually trust my colleagues' comments and feedback.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
18	I don't usually trust my colleagues' comments and feedback	5	8.3	11	18.3	12	20.0	26	43.3	6	10.0

Table (4.20) presents participants' responses to the statement, "I don't usually trust my colleagues' comments and feedback." The results indicate that most participants generally trust their colleagues' feedback, as the majority disagreed with the statement. Specifically, 43.3% agreed, and 10.0% strongly agreed, suggesting that 53.3% of respondents do not feel they can usually trust their colleagues' comments and feedback. A smaller proportion of participants (20.0%) expressed neutrality, indicating some ambivalence or uncertainty about the trustworthiness of their colleagues' feedback. Meanwhile, 18.3% disagreed, and 8.3% strongly disagreed, reflecting that 26.6% of participants do trust their colleagues' feedback.

Table 4.21: Classroom size does not encourage useful collaborative interaction.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
19	Classroom size does not encourage useful collaborative interaction	8	13.3	13	21.7	13	21.7	21	35.0	5	8.3

Table (4.21) presents participants' responses to the statement, "Classroom size does not encourage useful collaborative interaction." The results show a moderate perception of how classroom size impacts collaborative interactions. Specifically, 35.0% agreed, and 8.3% strongly agreed, suggesting that 43.3% of respondents believe that larger classroom sizes hinder effective collaborative interactions. However, 21.7% of participants expressed neutrality, indicating some uncertainty or no strong opinion on the matter. A significant proportion disagreed with the statement,

with 21.7% disagreeing and 13.3% strongly disagreeing, reflecting that 35.0% of respondents do not perceive classroom size as a barrier to useful collaboration.

Table 4.22: My English language skills are not good enough.

No	Statement	Strongly disagree		Disagree		Neutral		Agree		Strongly agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
20	My English language skills are not good enough	8	13.3	14	23.3	12	20.0	22	36.7	4	6.7

Table (4.22) presents participants' responses to the statement, "My English language skills are not good enough". The results suggest a mixed perception regarding the adequacy of participants' English language skills. A significant portion of respondents agreed with the statement, with 36.7% agreeing and 6.7% strongly agreeing, indicating that 43.4% of participants feel that their English language skills are insufficient. On the other hand, 23.3% of participants disagreed, and 13.3% strongly disagreed, suggesting that 36.6% of respondents do not perceive their English language skills as inadequate. Additionally, 20.0% of participants expressed neutrality, indicating uncertainty or no strong opinion on the matter.

Table 4.23: Mean and standard deviation of students' attitudes towards integrating collaborative learning in the EFL classroom.

	<i>First part: Positive features of CL</i>	Mean	Standard deviation	Level of agreement
1	Collaborative learning involves a lot of opportunities to use the English language.	4.10	.630	High
2	Collaborative learning helps create a respectful and fear-free learning setting	3.90	.915	High
3	Collaborative learning helps in providing care, support and having strong shared responsibility between learners.	3.92	.962	High
4	Collaborative learning helps me and my peers reach our full learning potentials.	3.75	.876	High
5	Collaborative learning helps improve inter-personal communication skills and strategies.	3.90	1.085	High
6	Collaborative learning motivates a learning environment with different resources, skills, and experience among group members.	3.95	.872	High
7	Collaborative learning encourages me to support and learn from my peers.	3.88	.885	High
8	Collaborative learning builds self-confidence perception and satisfaction in students.	3.87	.812	High
9	Collaborative learning helps develop lifelong self-controlling learners in and out of academia.	3.73	.918	High

10	Collaborative learning encourages higher problem-solving strategies and critical thinking skills.	3.83	1.044	High
11	Collaborative learning encourages learners to gradually assume responsibility for their leaning processes.	3.90	.817	High
12	Collaborative learning provides equal learning opportunities for learners.	3.53	.911	High
	Part Two: Potential causes of ineffective collaboration			
13	Not having enough knowledge of the active learning/teaching tools.	3.50	1.081	High
14	I do not feel it is beneficial for working with members of groups who have different abilities.	2.80	1.132	Moderate
15	Not knowing about the right collaborative communication skills.	3.42	1.046	High
16	I feel am not sure to participate in Collaborative learning classroom activities.	2.92	1.183	Moderate
17	I feel more comfortable working in groups or pairs of the same gender.	3.08	1.225	Moderate
18	I don't usually trust my colleagues' comments and feedback.	3.28	1.136	Moderate
19	Classroom size does not encourage useful collaborative interaction.	3.03	1.207	Moderate

20	My English language skills are not good enough.	3.00	1.193	Moderate
	Overall	3.57	0.307	High

Table (4.23) presents the mean and standard deviation of students' attitudes towards integrating collaborative learning in the English as a Foreign Language (EFL) classroom. The interpretation of the arithmetic mean values is based on the ranking scale provided in Table (4.1). According to this scale, the overall mean of 3.57 (SD = 0.307) indicates a generally high level of agreement with the statements related to collaborative learning.

The statements regarding the first part of the questionnaire, the positive features of collaborative learning, consistently received high levels of agreement. The general average of agreement is 3.86, which is above 3.5. This suggests that students generally recognize the benefits of collaborative learning and its positive impact on language use, classroom atmosphere, and support. These results also emphasize that students perceive the value of collaborative learning in developing communication skills, enhancing resource use, and promoting shared responsibility among learners. These positive attitudes students showed toward collaborative learning, as reflected by the high average agreement, may be attributed to several interrelated factors. Collaborative learning environments naturally promote language use through social interaction, as highlighted by Lee (2014) and Gerlach (1994), who emphasize that such settings foster authentic language practice and interactive communication.

Additionally, Laal and Ghodsi (2012) note that collaborative learning helps create a supportive and inclusive classroom atmosphere, which can reduce anxiety and build students' confidence. This environment also encourages the development of

critical communication and social skills through active participation, as discussed by Smith and MacGregor (1992) and rooted in Vygotsky's (1962) social constructivist theory. Furthermore, collaborative learning promotes shared responsibility and effective use of resources among students (Gokhale, 1995; Panitz, 1996), while also offering significant social and emotional benefits such as increased motivation and stronger interpersonal relationships (Johnson et al., 1990; Laal & Ghodsi, 2012). These elements are likely to contribute to students' positive attitudes toward collaborative learning by enhancing their academic, social, and psychological experiences, ultimately making learning more enjoyable and effective.

However, some statements regarding the second part of the questionnaire-potential causes of ineffective collaboration-received more moderate scores, with a general average of 3.13. Specifically, it suggests that some students may feel a lack of knowledge or confidence in these areas. This could be due to factors such as gender preferences and uncertainty about participation, which could affect their engagement in collaborative learning settings. As noted by Johnson and Johnson (1990, 1999, 2009), group dynamics and interpersonal social skills are critical for successful collaboration. Furthermore, when students lack knowledge or confidence, these factors may further hinder their participation and the overall effectiveness of collaborative learning (Laal & Ghodsi, 2012; Johnson et al., 1990). This lack of knowledge and confidence may result from limited guidance and support in training group members to practice social skills like listening to each other and sharing feedback. According to Johnson and Johnson (1994), effective collaborative learning depends on strong interpersonal social skills. This means teachers should help students develop these skills to ensure everyone can participate and contribute confidently to group tasks.

Overall, the findings suggest that students hold generally positive attitudes towards collaborative learning, though challenges related to knowledge, communication skills, and classroom dynamics still influence their perceptions. These results underscore the importance of providing appropriate tools, fostering confidence in participation, and addressing potential barriers to maximize the benefits of collaborative learning in EFL classrooms.

4.3 Qualitative Data (Thematic Analysis)

In the qualitative stage, interviews were conducted with six teachers to explore their attitudes regarding collaborative learning. To ensure participant confidentiality, the teachers were assigned pseudonyms such as Teacher A, Teacher B, and so on. The interview data were analysed using an inductive thematic analysis method, following Braun and Clarke's (2006) six-step approach: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Through this process, seven main themes were identified from the participants' responses. These themes included teachers' definitions of collaborative learning, the strategies and activities they employ to implement it with its perceived impact on student engagement and learning, the challenges they face, the institutional and cultural factors shaping their experiences, the support systems they utilize, and their overall perspectives on its role in EFL classrooms.

4.3.1 Teachers' Definitions of Collaborative Learning

The teachers' definitions of collaborative learning clearly demonstrate their understanding of it as an active, engaging, and structured educational approach. Their responses consistently emphasized the importance of group interaction and teamwork among students. This reflects their practical familiarity with active teaching tools and student-centred methods in their professional practice. For example, Teacher D

defined CL as “an approach where students participate with each other in groups to complete a task”. Most teachers also stressed the value of exchanging ideas and sharing knowledge, as seen in Teacher A’s statement that “it emphasizes teamwork and the exchange of ideas among students”, and Teacher B’s observation that “students can participate in different activities with each other”. The social aspect of learning was prominent, with participation, interaction, and collaboration emerging as key strategies for both learning and knowledge development. Teacher E noted, “when learners interact and cooperate together in teamwork activities, they develop both their knowledge and their social skills”.

Some responses elaborated on the advantages of this approach, such as Teacher A’s remark: “It develops students’ strengths and perspectives”. There was also a clear distinction made between collaborative learning and casual group work, as Teacher C defined it as “an approach [that] involves effective group work, not just any group work”. Notably, Teacher F pointed out further benefits, stating that collaborative learning “enhances the students’ awareness of group work and sharing knowledge between each other” and “improves their confidence speaking the language in front of each other”. These examples illustrate that teachers’ hands-on experience with active learning methods-such as group discussions, teamwork activities, and peer feedback. This reinforces their view that collaborative learning is a valuable and intentional educational approach, rather than simply informal group activity.

4.3.2 The Methods or Approaches Teachers Use to integrate Collaborative Learning in their Classrooms

Teachers’ choices regarding collaborative learning methods reflect both their professional judgment and the diverse needs of their classrooms. Their responses revealed a strong emphasis on peer interaction, communication, and structured group

activities. This indicates that they select and adapt methods to suit different subjects and learning objectives. For example, Teacher A described regularly using “pair work, group work, collaborative writing, and peer teaching throughout my teaching experience”. Similarly, Teacher E highlighted the use of “group projects as a form of integrating collaborative learning”. Although Teacher F stated, "there is no preferred approach to rely on as each of them has its own characteristics which may assist once and does not with others", they went on to describe how encouraging students to discuss misunderstandings and argue different points of view can develop a deeper understanding of the subject matter through these interactions.

Teacher D described “teacher-guided collaborative learning”, where the teacher collaborates directly with students to solve tasks, a method chosen in part “due to time constraints.” This approach demonstrates teachers’ ability to adjust collaborative strategies to fit classroom dynamics and practical limitations. Peer teaching also emerged as a significant collaborative learning method, particularly highlighted by an experienced Teacher B, who uses it as the main approach in their "Teaching Practice" subject. The teacher emphasized how this method allows students to take on the role of educators, teaching specific skills to their peers, which thereby enhance both the "teacher" student’s understanding and provide a different learning perspective for the "student" peers.

There is also a notable focus on Communicative Language Teaching (CLT) approaches. Teacher A explicitly mentioned “the communicative approach as the best method” for implementing collaborative learning, and Teacher C described “CLT as the most suitable approach”. Teacher F highlighted “Task-Based Learning (TBL)” as a collaborative learning approach that transforms classroom dynamics “from teacher-

centred to student-centred learning”, aiming to “empower the class work and enforce the students to use the language for different purposes”.

These choices are informed by teachers’ practical experience and their belief in the value of student interaction, discussion, and flexibility. Teachers’ methods align with the principles outlined by Smith and MacGregor (1992) and Johnson et al. (1990, 1999, 2009), which emphasizes that collaborative learning can be adapted to various contexts and objectives, and that teachers play a crucial role in facilitating these processes.

4.3.3 Activities Teachers Find Useful for integrating CL and Their Impact on Student Engagement and Learning

The variety of collaborative learning activities described by teachers reflects their intentional efforts to make learning more engaging, and relevant to students’ needs. This might be because teachers recognize that different subjects and learning objectives require different approaches, and they adapt their methods accordingly. For instance, Teacher D’s use of discourse analysis, where students “work together to analyse a text or a conversation.” The teacher further explained that students’ engagement in these exercises and their interpretations “widen their perspectives towards language use”. This demonstrates a belief that collaborative analysis broadens students’ perspectives and improves learning outcomes. Similarly, Teacher F, who identifies as a "conversation/communication" teacher, incorporates “group work activities and the jigsaw activity” and allows students to choose discussion topics. This demonstrates a dedication to fostering student participation and independence. Teacher E’s emphasis on “group problem-solving tasks” that relate subject matter to real-world situations highlights the value placed on critical thinking and practical application.

Teachers' choices could be also shaped by their understanding of the benefits of collaborative learning. For example, Teacher B pointed out that group work and discussions “actively engage students, promote peer learning, and encourage autonomy”, while Teacher A uses debates and discussions to build students' confidence in speaking “debates and discussions are useful to break the ice which positively impact students' confidence to speak”. Teacher C finds collaborative learning especially effective for “developing students' communication through speaking activities”, and Teacher E noted that “group discussions promote diverse viewpoints that impact learning outcomes”. These responses show that teachers see collaborative activities as essential for developing both academic skills—such as critical thinking and subject understanding—and soft skills like communication and teamwork.

The consistent emphasis on active engagement, real-world relevance, and diverse perspectives in teachers' responses suggests that their choices are influenced by a desire to create dynamic and inclusive learning environments. This aligns with research that highlights the social, psychological, and academic benefits of collaborative learning (Johnson et al., 1990, 1999, 2009; Smith & MacGregor, 1992; Laal & Ghodsi, 2012).

4.3.4 Challenges Teachers Encountered When Implementing CL in their Classrooms

The challenges identified by teachers regarding collaborative learning reflect the practical realities and complexities of managing diverse classrooms. Issues such as class size and management were frequently mentioned, with Teacher A citing “big size of class or crowded classes” and Teacher D highlighting the difficulty of managing “more than 25 in each class.” This might be due to the increased difficulty

in monitoring group activities and ensuring effective participation in larger settings, as supported by Sarayrah (2003), who noted that traditional teaching approaches are often more manageable for large group. Unequal participation also emerged as a prominent concern, with Teacher B observed that “some students dominate while others disengage”, and Teacher F noted that “less confident students would feel more reluctant to participate”. These observations are explained by Johnson and Johnson (1999)’s research, which indicated that differences in student confidence and skill levels can hinder effective group dynamics.

Student proficiency differences further complicate collaborative work, as Teacher A pointed out that “low proficiency students may rely on high proficiency students”. Time management is another recurring challenge, with Teacher B noting that activities “often take longer than anticipated” and Teacher D describing collaborative work as “inevitably time-consuming.” These concerns reflect the need for careful planning and flexibility, as collaborative activities can require more time for co-ordination and reflection (Johnson et al., 1990).

Student engagement and interaction challenges were also evident, such as Teacher F mentioning that “students fear speaking in front of each other,” and Teacher B highlighting the issue of “group conflicts.” Teacher F further expressed concern that arguments might lead students to “aim to win the arguments rather than focusing on learning”. This explains that group dynamics can sometimes shift away from productive collaboration towards competition. Despite these obstacles, teachers demonstrated adaptability and problem-solving, as seen in Teacher F’s strategy of “organizing lecture time effectively and assigning specific time for each activity”. This adaptability reflects a commitment to maximizing the benefits of collaborative

learning. Teachers' responses revealed that collaborative learning requires careful management and adaptation to overcome practical barriers.

4.3.5 Institutional and Cultural Factors from Teachers' Opinions

The analysis of teachers' responses reveals that institutional factors, particularly limited resources and support, are significant barriers to implementing collaborative learning effectively. This might be due to the lack of adequate training opportunities and insufficient access to essential teaching tools, as highlighted by Teacher A's mention of a "lack of good training" and Teacher B's reference to "limited access to technology and resources". Teacher D further emphasized the absence of "teaching aids" and "proper audio and visual aids," which are often necessary for facilitating group activities and interactive learning.

Time constraints also emerged as a major challenge. Teacher F noted the difficulty of managing "limited time in each semester", while Teacher D pointed out that establishing a solid foundation for collaborative learning can consume a significant portion of lecture time. These concerns reflect the practical limitations teachers face in balancing curriculum demands with the additional time required for effective group work.

While cultural factors appeared to have minimal impact, as Teacher F observed "no problems in male and female collaborations", student engagement remains a concern. Teacher B noted that "some students may be hesitant to engage openly in groups due to fear of making mistakes publicly". This indicates that institutional support is not enough; fostering a supportive classroom environment is also essential.

Despite these institutional challenges, teachers showed adaptability in their approaches. For example, Teacher D showed a willingness to modify collaborative

activities to fit classroom needs by adopting “controlled collaboration” to address time constraints and large class sizes. Which shows that even when institutional support is lacking, some teachers still strive to adapt their teaching methods.

Overall, teachers’ responses indicate a clear call for more institutional support and professional development opportunities to enhance their ability to implement collaborative learning effectively. Smith and MacGregor (1992) emphasize that adequate resources, training, and institutional support are essential for the successful adoption of collaborative learning strategies.

4.3.6 Resources and Support Systems Teachers Use to Overcome Challenges

Professional development emerged as a significant theme in teachers’ responses, thus reflecting a recognized need for more structured support to implement collaborative learning effectively. Many teachers expressed a desire for workshops and training and this could be due to a lack of coordination among organizations responsible for professional development. Teacher A specifically mentioned the need for “effective training”, while Teacher D described “a workshop will be a practical tool,” and Teacher E believed that “attending workshops focused on collaborative learning strategies... would be helpful”. This emphasis on professional development suggests that teachers see ongoing learning opportunities as essential for enhancing their collaborative teaching practices, especially in light of limited institutional support.

Peer learning and networking also appeared as important strategies. Teacher F highlighted the value of “connecting with colleagues who have experience in collaborative learning” and engaging in discussions to benefit from shared experiences. This peer support provides practical insights and helps teachers adapt

collaborative methods to their own contexts. Teacher B, meanwhile, mentioned using “peer feedback for students... to ensure accountability”. This reflects an emphasis on structured assessment within collaborative learning activities.

Technology was another solution identified by teachers. Teacher B noted the use of platforms like “Google Docs and Teams for structured collaboration”. This reflects how digital tools facilitate group work and communication, especially when resources are limited. However, not all teachers have access to or utilize these resources. Teacher C directly stated, “NO, there are not any resources that helped”, and Teacher D initially responded “no” before suggesting a potential solution. This sheds more light on the lack of existing support systems and awareness among educators and underscores the need for more resources and guidance. Despite these limitations, a theme of self-directed learning and personal initiative was evident. Teacher F, for example, expressed a strong personal drive, saying they were “eager towards knowing about this approach and passionate towards developing my teaching strategies”. This suggests that, in the absence of formal support, some teachers are taking responsibility for their own professional growth.

Overall, the analysis shows that while structured support systems such as workshops and training are limited, teachers are finding alternative ways to improve their collaborative learning practices. Their suggestions indicate a clear need for more professional development opportunities and institutional support to overcome challenges and enhance the effectiveness of collaborative learning in their classrooms.

4.3.7 Additional Perspectives of Teachers on CL in EFL Classrooms

Teachers’ responses regarding additional perspectives on collaborative learning in EFL classrooms revealed several key themes. They provided a

comprehensive picture of collaborative learning in EFL classrooms as a valuable approach that enhances language acquisition, promotes critical thinking, and fosters authentic communication, such as Teacher B, who pointed out that collaborative learning in EFL classrooms promotes “authentic communication and peer support, which are crucial for language acquisition”. This highlights the direct benefits of collaborative learning for language development. Both Teacher B and Teacher C mentioned that collaborative learning goes beyond just linguistic skills. It also fosters “critical thinking”, “confidence in language use”, and “interaction skills”. This demonstrates that collaborative learning is a holistic skill development approach. However, teachers also emphasized the necessity for institutional support, teacher training, and raising awareness of potential challenges to fully benefit from such an effective approach. For instance, Teacher A emphasized the importance of institutional backing by offering the necessary resources, time, and training, such as “seminars or workshops”. Moreover, Teacher C mentioned the need for teachers to be "equipped with the required skills" to effectively implement collaborative learning and minimize its challenges.

4.4 Integration of Students’ and Teachers’ Attitudes

This section presents an integrated analysis of students’ and teachers’ attitudes towards collaborative learning in the EFL classroom. The findings were triangulated to explore areas where the attitudes of students and teachers align. There appears to be a general alignment between teachers’ and students’ attitudes towards collaborative learning (CL) in Libyan EFL university classrooms, as both groups recognize its benefits as well as its potential challenges.

Students’ responses to the questionnaire indicated a largely positive attitude towards CL. For instance, the majority of students agreed or strongly agreed that CL

creates opportunities for English language practice, fosters a supportive learning atmosphere, and enhances individual and collective learning outcomes. Similarly, teachers' responses to the interview questions reflected a positive view of CL. For example, teachers' definitions of collaborative learning emphasized the importance of group interaction, teamwork, and knowledge sharing among students. They viewed it as an approach where students work together towards a common goal, exchange ideas and hence they develop both subject knowledge and social skills through active participation. Moreover, both students and teachers recognized the potential of CL to improve communication skills and create a dynamic learning environment. Most Students reported that CL enhances interpersonal communication and strategic skills, while teachers highlighted the value of peer interaction and communicative language teaching approaches in their CL implementation. Furthermore, the questionnaire results showed that students perceive CL as effective in promoting peer-based support, enhancing confidence, and developing problem-solving and critical thinking skills. This aligns well with teachers' perspectives, as they noted improvements in students' critical thinking, analytical skills, and overall subject understanding as a result of collaborative activities.

However, some challenges were acknowledged by both teachers and students. While students reported some hesitation or lack of confidence in engaging in CL activities, teachers also noted challenges related to student engagement and interaction. which suggests a shared awareness of the potential challenges that impede effective CL implementation.

Additionally, a minority of students expressed scepticism about the effectiveness of CL in certain areas, such as maximizing learning potential or improving interpersonal communication skills. On the other hand, the majority of

teachers reported difficulties in managing large classes, ensuring equal participation and dealing with time constraints. Teachers also identified limited resources and lack of institutional support including training, access to technology and teaching aids. The findings suggest that the attitudes of Libyan EFL university teachers largely align with their students' attitudes towards CL. Both groups recognize the benefits of CL and also share similar concerns about its challenges in implementation. This alignment indicates that CL in Libyan EFL universities has significant potential, though its successful implementation is currently limited by various challenges. Definitely, addressing these challenges is crucial to unlock the full benefits of CL and create more effective and engaging learning experiences.

4.5 Summary of the Chapter

This chapter showed data obtained from both Libyan EFL university students' and teachers' answers to a close-ended questionnaire and semi-structured interviews. The two research tools explored participants' attitudes towards collaborative learning (CL). Both quantitative and qualitative data revealed that the majority of participants generally hold positive attitudes towards CL despite existence of some challenges. Therefore, there is a notable alignment between EFL teachers' and students' attitudes towards collaborative learning.

Chapter Five

Discussion

5.1 Introduction

The primary goal of this chapter is to address the research questions outlined in Section (1.4) through discussions and interpretations of the findings obtained from both the quantitative and qualitative analyses. It presents the quantitative findings separately from the qualitative findings. Subsequently, the chapter provides a discussion of whether Libyan EFL students' attitudes (as revealed by the quantitative data) are consistent and align with their teachers' attitudes (as uncovered in the qualitative data).

5.2 Teachers' Attitudes towards Collaborative Learning: Benefits and Challenges

To address the first research question, "What attitudes do Libyan EFL university teachers hold towards collaborative learning (CL)?" This section discusses the qualitative findings obtained from teachers' answers to interview questions. The teachers' definitions of collaborative learning revealed a consistent understanding of its principles, emphasized group interaction, teamwork, and the exchange of ideas as central components. The most frequent understanding among teachers is that collaborative learning is a structured educational approach in which students actively work together toward a common goal. This aligns with the widely accepted definition in the literature, particularly with Laal and Laal (2012) who defined CL as an approach to learning and teaching, which involves learners working together in groups to solve a problem, complete a task, or create a product.

There is also an emphasis on knowledge sharing, social interaction, and skill development. This goes in line with Lee (2014) who discussed that collaborative

learning involves learners to contribute to social activities in the learning process and naturally enhances their language skills. Furthermore, the effectiveness of collaborative learning for improving classroom dynamics and language skills was dominant, for example, teacher F said collaborative learning enhances the students' awareness of group work and sharing knowledge between each other as well as improves their confidence speaking the language in front of each other. This aligns with Laal and Ghodsi (2012), who emphasized that collaborative learning fosters the development of interpersonal relationships, creates a positive and supportive environment, and enhances learners' self-confidence and active participation in education. Most teachers specifically characterized collaborative learning as "effective group work", for instance Teacher C added that (not just any group work). Which indicates a recognition that simply putting students in groups does not guarantee effective collaboration. This was well discussed by Johnson and Johnson (1999), in which they made it clear that CL is not just a synonym for students working together in groups.

Overall, the teachers' definitions revealed a shared understanding of collaborative learning as an active, engaging and beneficial approach. Though they implicitly raised several challenges associated with its effective implementation. A key challenge identified by teachers is structuring and managing group activities in large classroom sizes. For example, Teacher A mentioned "big size of class or crowded classes" and Teacher D highlighted the challenge of managing "more than 25 in each class." This goes in harmony with Blatchford and Russell (2019)'s findings, which suggested that larger class sizes often lead to larger groups in the classroom, substantially pose challenges for teachers and can impact learning outcomes. This finding also aligns with Koç (2018), who found that teachers reported less enthusiasm

for group activities primarily due to concerns about classroom management and increased noise levels during collaborative work. Large class sizes could further exacerbate issues such as unequal participation, which was noted by (Teachers B and F). Teacher B described how "some students dominate while others disengage". This agrees with (Freeman & Greenacre, 2010; Barron, 2003) who highlighted teachers' concerns about some students dominating group work while others become disengaged, consequently affecting both individual and group progress.

Another identified challenge is managing group work within time constraints. This issue is consistent with findings of Alzubi et al. (2024), who reported "limited class time" as a problem that teachers face when implementing collaborative learning in EFL classrooms. Teachers also faced difficulties with encouraging hesitant students to engage into debates to achieve the group learning goal. As Teacher F mentioned that "less confident students would feel more reluctant to participate." While Teacher A pointed out that "low proficiency students may rely on high proficiency students". This could be a result of students' skill level differences that give some students a sense of insecurity. This demonstrates a consistency with the observations of Gillies & Boyle (2010). In which they found teachers encountered challenges in monitoring student behaviour, organizing group activities, providing necessary resources, and allocating individual responsibilities within the group. Teacher B further noted that activities "often take longer than anticipated" which is also consistent with Gillies & Boyle (2010)'s findings, that illustrated group work can be challenging for teachers to complete each activity within the designated timeline.

Another major challenge is the lack of institutional support systems for teachers to facilitate collaborative learning activities. This goes in line with the findings of Koç

(2018) and De Hei et al. (2015), both of which highlighted the importance of providing teachers with adequate support systems and training to effectively implement collaborative learning practices. These recommendations suggest a need for more institutional support and that some EFL contexts are less resourced in terms of teacher preparation and support systems.

Interestingly, none of the teachers interviewed mentioned assessment as a challenge in collaborative learning. This contradicts with the existing literature, which frequently identifies assessment as a significant barrier to implementing collaborative learning. For example, Strijbos (2011) noted that teachers face challenges in assessing students' performance and accomplishments in collaborative settings across all educational levels. Similarly, Gillies and Boyle (2010), Hammar Chiriac and Forslund Frykedal (2011), Postholm (2008), and Webb (1997), all of which highlighted that assessment in group activities is complex and often creates an imbalance between the need for collaborative group tasks and the requirement for individual assessment of each student's knowledge and skills. This absence may indicate several possibilities. It is possible that teachers might be more focused on the current challenges of integrating collaborative learning, such as managing group dynamics and ensuring equal participation. As they still pose main barriers for teachers to practice CL more frequently to the point they use it during assessments. Another possibility could be that teachers prioritize the process of collaboration over its assessment. Hence, they focus more on facilitating group work rather than evaluating its outcomes. Or simply this could indicate that teachers might not be fully aware of the complexities involved in assessing and evaluating group work. This suggests a need for professional development in the area of assessing collaborative learning.

Overall, the findings indicate that Libyan EFL university teachers generally hold positive attitudes towards collaborative learning. They recognize its potential benefits for creating a supportive learning environment. However, the results also reveal notable concerns and challenges associated with the practical application of CL in educational settings. This aligns with the results of Alzubi et al. (2024), who found that EFL teachers generally have positive attitudes toward collaborative learning. However, teachers also highlighted a variety of practical challenges when implementing collaborative learning, such as issues related to student participation, language proficiency, and limited resources.

5.3 Students' Attitudes towards Collaborative Learning: Benefits and Challenges

To address the second research question, “What attitudes do Libyan EFL university students hold towards collaborative learning (CL)?”, a detailed discussion of the quantitative findings from students’ answers to the questionnaire is provided. The findings highlighted the effectiveness of CL in various aspects of learning which align closely with established literature on collaborative learning. The statements regarding the benefits of collaborative learning received a high level of support. The results highlight that students widely view collaborative learning as an effective and valuable approach for enhancing English language use, fostering cooperative learning environments, and enriching educational experiences for most participants. Most participants recognize its benefits in promoting interpersonal communication, strategic skills, and both individual and collective learning outcomes. This aligns with the findings of Alzubi et al. (2024), whose intervention study at Najran University demonstrated that collaborative learning significantly improved both English language performance and social interaction among EFL students. This goes in line as well with the findings of Bicen & Amini (2024), who found that collaborative learning activities

positively impacted students' motivation and speaking anxiety. And also with Lightbown and Spada (2021), who said that learning occurs effectively when it is experienced, shared, and involved in social interactions, all of which are rooted in collaborative learning practices.

Moreover, the results underscore the general effectiveness of collaborative learning in promoting peer-based support and learning. This finding is consistent with Li (2021), who found that collaborative learning significantly increases student engagement in college English programs, with peer support acting as a key mediating factor in this relationship. Additionally, the results suggest that students view collaborative learning as an effective strategy for promoting students' self-confidence and satisfaction. This closely aligns with Laal and Ghodsi (2012), who noted that collaborative learning helps create a supportive and inclusive classroom atmosphere, which can reduce anxiety and build students' confidence.

The results also underscore the general effectiveness of collaborative learning in promoting lifelong learning skills, learner autonomy and self-control. This aligns well with Scager et al. (2016), who found that successful collaboration in higher education fosters student autonomy and self-regulatory behavior.

Moreover, the findings suggest that students regard collaborative learning as an effective method for fostering advanced cognitive skills, such as problem-solving and critical thinking. This is reinforced by Chen (2018), who reported that peer brainstorming and mutual feedback significantly enhance students' critical thinking and reflective abilities in collaborative activities and students were able to solve problems while working together as a group more than working individually. Lastly, the results indicate a generally favourable view of collaborative learning's potential

for creating equal learning environments. In contrast, Bicen and Amini (2024) noted that collaborative learning can be hindered by obstacles such as unequal participation. This suggests that achieving truly equal learning environments may be challenging. The analysis also revealed some challenges in the integration of collaborative learning (CL) from students' attitudes. While many students feel confident about engaging in collaborative learning, a notable proportion still face uncertainty or hesitation. This hesitation is highlighted by students, as some feel less confident or shy to engage fully in collaborative learning activities. This aligns with Bower and Richards (2006) and Laal and Ghodsi's (2012). All of which noted that some factors could make some students avoid collaboration (e.g. shyness or low self-esteem). Despite the results highlighting considerable student awareness of the importance of communication skills for successful collaboration, a majority of students also recognize the challenge of insufficient knowledge of active learning tools. This aligns with Bicen & Amini (2024), who noted that prior knowledge can significantly impact the intended outcomes of collaborative learning. When students lack familiarity with active learning strategies and tools, it may hinder their ability to fully engage and benefit from collaborative activities.

Although most participants recognize the value of diversity in group work and see it as beneficial for learning, it could be an underlying reason for some students to feel unsure about participating, as many also acknowledge perceived limitations in their English language skills. This aligns with Ibrokhimova (2023), who found that students placed in groups with peers of different language proficiency levels often become reluctant during activities.

Cultural factors as well could be a possible reason for this hesitation. This can be noticed in the results that highlight a divided opinion on gender-based comfort in

collaborative learning activities. A considerable group express a preference for same-gender collaboration. This suggests that some students may prefer same-gender groups for reasons of personal comfort, which may impact their willingness to participate in mixed-gender groups. This disagrees with the results of Bećirović et al. (2022), who found no significant differences in collaborative learning or motivation based on gender in their context.

The findings also suggest that many students believe classroom size affects the quality of collaborative interactions. This goes in line with Blatchford and Russell's (2019), findings that indicated smaller groups are more effective for both classroom management and student performance in CL activities.

Another reason that could affect students' willingness to participate in collaborative learning activities is the reliability of peer feedback, as some students reported a lack of trust in their colleagues' feedback. This finding contradicts Zamorano et al. (2025), who found that students reported similar perceptions of learning and trust regardless of whether they provided or received feedback.

Despite these challenges that need to be addressed to ensure all students have the opportunity to thrive in collaborative settings, Libyan EFL university students hold a largely positive attitude toward collaborative learning. This is in line with Al-Asadi's (2020) findings, that suggested most Iraqi EFL students reported positive attitudes toward CL. It also aligns with Koç's (2018) results, which indicated most Turkish EFL students favoured collaborative activities, as they perceived these to enhance interaction and learning opportunities.

5.4 The Alignment between Teachers' and Students' Attitudes towards CL

To address the third research question, “Do Libyan EFL university teachers’ attitudes align with their students’ attitudes regarding collaborative learning (CL)? If yes, how?” A comparative discussion of the quantitative and qualitative findings is presented. Based on all previous findings, the attitudes of Libyan EFL university teachers and students toward collaborative learning (CL) generally align particularly in their recognition of both the benefits and potential challenges associated with CL. Teachers and students show alignment in viewing CL as beneficial for improving interpersonal communication skills and fostering critical thinking. Similarly, they showed some concerns regarding knowledge of active learning tools, collaborative communication skills, and the impact of classroom size on effective collaboration.

However, some minor differences emerge in specific areas of perceptions and concerns which can be related to the different positions of teachers and students. Each of which view collaborative learning through the lens of their respective roles and experiences in the educational process. This highlights the importance of considering both teachers and students attitudes when exploring the effectiveness of any learning approach or strategy. This has been emphasized by Arul (1977) who argued that understanding the attitudes of the target group when integrating developmental changes is important as it significantly enhances the effectiveness of planned changes and increases the chance of successful integration.

5.5 Summary of the Chapter

This chapter discussed the main findings of the study and compared them with results from previous research. Moreover, some possible interpretations and reasons for the results were suggested. The key finding is that Libyan EFL teachers and

students generally agree that collaborative learning enhances communication skills and promotes critical thinking, while also presenting challenges such as limited knowledge of active learning tools, collaborative communication skills, and the constraints of classroom size. Minor differences in attitudes arise from their different roles and experiences, which underscores the importance of addressing both teachers' and students' attitudes when designing and implementing collaborative learning. The discussion also revealed that these findings are in line with previous literature, thereby allowing each of the three research questions to be thoroughly addressed and answered.

Chapter Six

Conclusion

6.1 Introduction

This chapter concludes the study by summarizing its key findings and discussing their implications. It also provides recommendations for policymakers based on the research results. Additionally, it highlights the limitations of the study and suggestions for potential future research.

6.2 Conclusion of the Whole Study

Collaborative learning is a beneficial pedagogical approach that allows students to work together on projects in an effective and active learning environment. Collaborative learning also has been shown to offer significant advantages for EFL students. As collaboration is one of the most important skills that are essential for 21st-century global workforce, integrating CL in EFL higher education is therefore a crucial step to ensure graduates are well-prepared for the demands of the modern workplace.

Overall, the attitudes of Libyan EFL university teachers and students toward CL largely align in their recognition of its benefits for academic and personal development. Both groups view CL as a valuable approach that fosters language use, improve communication skills, and create supportive learning environments. However, practical concerns have arisen, such as large classroom sizes and the challenge of ensuring equal participation. These factors may impede the complete integration of CL or limit its effectiveness. Hence, addressing the challenges identified in this study, could help bridge the gap to facilitate its integration and enhance its effectiveness in the EFL classroom. The study in hand suggests some implications for policymakers and recommendations for teachers.

6.3 Recommendations of the Study

Based on the findings and reached conclusion, the following are some recommendations for policy makers and Libyan EFL teachers to adequately support collaborative learning.

6.3.1 Recommendations for Policy Makers

- Policy makers should provide more professional development and training for teachers to enhance their knowledge of active learning tools and collaborative communication strategies besides equipping them with the skills to design, facilitate, and assess collaborative learning activities.
- Policy makers need to consider strategies to manage larger classroom sizes effectively, ensuring that collaborative learning activities remain conducive to interaction and participation.
- EFL curriculum should be reviewed and revised by policy makers to incorporate more opportunities for collaborative learning activities. This includes providing teachers with access to resources, materials, and technologies that facilitate collaboration.
- Policy makers should create clear guidelines and assessment tools for evaluating collaborative learning activities, ensuring that both individual and group contributions are fairly assessed.

6.3.2 Recommendation for Teachers

- Teachers should offer additional support to students who feel that their English language skills are insufficient, to boost their confidence in collaborative settings.

- Teachers should address the comfort concerns related to working in mixed-gender groups through team-building activities and inclusive classroom strategies.
- Teachers need to develop ways to foster trust and improve the quality of peer feedback within collaborative learning environments.
- Teachers should move beyond simply putting students into groups. They should carefully structure collaborative activities to ensure that all students are actively engaged and that the tasks promote meaningful learning.

6.4 Limitations of the Study

This study focused exclusively on the University of Zawia due to time constraints and accessibility issues, which may limit the generalization of the findings to other educational institutions. Moreover, whereas the use of convenience and voluntary sampling did not put any pressure on participants to take part in the study, it may have introduced some sort of bias as those who chose to participate might have stronger opinions or more interest in the topic. Furthermore, while the choice of 8th-semester students provided a comprehensive perspective, it excluded the experiences and opinions of students in earlier stages of their EFL education.

6.5 Suggestions for Further Research

Based on the study's findings and limitations, the following are significant recommendations for future research. The study found that teachers did not identify assessment as a major challenge, a result that contrasts with existing literature. Future research should investigate the reasons for this discrepancy and examine whether current assessment practices adequately capture the skills and knowledge gained

through group work. To enhance the generalizability of these findings, further studies should also be conducted in other Libyan EFL contexts across different educational levels. Additionally, future research could explore how factors such as age and gender influence students' and teachers' attitudes and experiences with collaborative learning. While this study focused on attitudes toward collaborative learning, it is also important to investigate how these attitudes are reflected in actual classroom practices. Classroom-based studies, particularly those involving observations of university EFL teachers, could reveal the extent to which collaborative learning principles are implemented and highlight areas for improvement.

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Appendix A (The questionnaire)

No.	Part 1: Positive features of CL.	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1.	CL involves a lot of opportunities to use the English language.					
2.	CL helps create a respectful and fear-free learning setting.					
3.	CL helps in providing care, support and having strong shared responsibility.					
4.	CL helps me and my peers reach our full learning potentials.					
5.	CL helps improve inter-personal communication skills and strategies.					
6.	CL motivates a learning environment with different resources, skills, and experience among group members.					
7.	CL encourages me to support and learn from my peers.					
8.	CL builds self-confidence perception and satisfaction in students					
9.	CL helps develop lifelong self-controlling learners in and out of academia					
10.	CL encourages higher problem solving strategies and critical thinking skills					
11.	CL encourages learners to gradually assume responsibility for their leaning processes					
12.	CL provides equal learning opportunities for learners.					
	Part 2: Potential causes of ineffective collaboration	Strongly agree	agree	neutral	Strongly disagree	disagree
13.	Not having enough knowledge of the active learning/teaching tools.					
14.	I do not feel it is beneficial for working with members of groups who have different abilities.					
15.	Not knowing about specific collaborative communication skills					
16.	I feel am not sure to participate in CL classroom activities.					
17.	I feel more comfortable working in groups or pairs of the same gender.					
18.	I don't usually trust my colleagues' comments and feedback.					
19.	Classroom size does not encourage useful collaborative interaction					

20	My English language skills are not good enough					
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Appendix B (Interview questions for teachers)

1. What is collaborative learning for you?
2. Can you describe the specific methods or approaches you use to integrate collaborative learning in your classroom? Could you provide examples?
3. What activities do you find useful for integrating CL? What makes these activities particularly effective, and how do they impact student engagement and learning outcomes?
4. What challenges have you encountered when implementing collaborative learning in your classroom? How have these challenges affected your teaching process or student participation?
5. How do institutional or cultural factors at your college influence your ability to implement collaborative learning effectively?
6. Are there any specific resources or support systems you rely on to overcome these challenges?
7. Is there any additional information or perspective you believe is important for understanding the role of collaborative learning in EFL classrooms?

Appendix C: Sample of Interview Transcript

Interviewer: What is collaborative learning for You?

Interviewee: first of all, I want to say that I am happy and excited to help and share knowledge and experience. OK, for me and expectedly for all teachers, collaborative learning which is an important educational approach, of course enhances the students' awareness of group work and sharing knowledge between each other, okay , such an educational approach would show the importance of students interaction inside a classroom and would develop their confidence speaking the language in front of each other since they would share some activities let's say depending on the subject itself.

Interviewer: Can you describe the specific methods or approaches you use to integrate collaborative learning in your classroom? Could you provide examples?

Interviewee: Actually I use various methods to integrate the CL approach in my class as you may know that there is no preferred approach to rely on as each of them has its own characteristics which may assist once and doesn't with others, for instance, let me tell you from my experience as a conversation teacher or communication teacher as I love to call, I use groupwork activities besides the jigsaw activity, I divide my class as I teach large size in class into groups of four or five depending on the number I teach and sometimes I decide the topic to see how well they interact towards the same subject differently of course and let them discuss what they may misunderstood or if they couldn't get others' concepts an let argues raise up that to be develop deeper understanding of such matters and absolutely use the language as it's my.. my main concern as a conversation teacher or communication teacher and of course I let them choose topics of their own for other lectures, but this is one of the examples I would tell.

Interviewer: What activities do you find useful for integrating CL? What makes these activities particularly effective, and how do they impact student engagement and learning outcomes?

Interviewee: I would say that I always integrate the TBL approach -task based learning-I mean that's to empower the class work and enforce the students to use the language for different purposes of course, purposes or by purposes I mean for different topics when different topics are introduced so different vocabs will raise up, so their language store will be filled out with lots lots of vocabs that's my concern as a conversation or communication teacher whatever activities makes students or make students speak the language are always my concern such approach I mean the TBL approach changes the class from teacher centred Class to student centre class their classic which in a way or another leads to a richer class discussions and of course improve the students' comprehension and learning outcomes.

Interviewer: What challenges have you encountered when implementing collaborative learning in your classroom?

Interviewee: yeah, I have encountered few challenges like some students fear from speaking in front of each, also I can say that students when working with each other may raise more arguments.

Interviewer: How have these challenges affected your teaching process or student participation?

Interviewee: I think arguments affect students' critical thinking negatively that they would aim to win the arguments rather than focusing on learning. It also takes a lot of the lecture time. But in my experience, by organizing lecture time effectively and assigning specific time for each activity, I could have reached the point where the fear

was replaced by courage and of course that was thanks to effective collaboration and group work management.

Interviewer: What about the student participation challenge?

Interviewee: Yes, it is also related to arguments in my opinion, as some less confident students would feel more reluctant to participate to avoid arguing which create unfair participation between students.

Interviewer: How do institutional or cultural factors at your college influence your ability to implement collaborative learning effectively?

Interviewee: As to cultural factors, I find no problems in male and female collaboration in my classes. For the institutional factors, there are some limitations in the supply of teaching aids in the form of printables, proper audio and visual aids. There is also the limited time in each semester, a less than 10 lectures span.

Interviewer: Are there any specific resources or support systems you rely on to overcome these challenges?

Interviewee: There is no specific resource I can mention, but I can say that connecting with colleagues who have experience in collaborative learning or have an idea of how to use it usefully was helpful for me for example raising up discussions about such a topic to get benefit from these discussions of course and I myself was eager towards knowing about this approach and passionate towards developing my strategies or my teaching strategies and that's to enhance my teaching practises as well.

Interviewer: Is there any additional information or perspective you believe is important for understanding the role of collaborative learning in EFL classrooms?

Interviewee: Yes, just want to sum up that collaborative learning is a useful approach to help students interact inside a classroom and use their potential of critical thinking to argue and use the language since they are EFL learners, and it is one of the

approaches that would help them learning the language through collaboration of course. But teachers need to be equipped with the required skills to fully benefit from it and minimise its challenges and this can be done by supporting teachers with training programmes or workshops.

Appendix D: Distribution of students' samples in the colleges of the University of Zawia

College	Frequency	Per cent
Nasser College of Education	7	11.7
Al-Ajailat College of Education	8	13.3
Zawia College of Education	24	40
The Arts College of Zawia	14	23.3
Abu Issa College of Education	7	11.7
Total	60	100.0