

Challenges Faced by Pakistani Undergraduates and Views of Teachers about the Challenges Faced by their Undergraduates in Learning English using the Collaborative Learning Approach (CLA)

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ABSTRACT

Though the educational, social, communicative, and practical benefits of the Collaborative Learning Approach (CLA) have been widely examined in past research, very few studies have been conducted to examine the challenges faced by students and teachers in learning English using CLA. This research aimed to investigate the challenges faced by Pakistani undergraduates and their teachers' views about the challenges faced by their undergraduates in learning English using CLA. The study employed a survey design, and data were collected using questionnaires with items adapted from a combination of previous studies. The study involved 420 undergraduates and 35 teachers who were selected through cluster sampling from seven public universities in the federal territory of Pakistan. The findings showed that Pakistani undergraduates showed high views on positive interdependence, whereas moderate views on individual and group accountability, group processing, and face-to-face promotive interaction. On the contrary, undergraduates expressed low views on social skills. Findings from the teachers also correspond with the undergraduates' views on three elements of CLA, such as positive interdependence, group processing, and face-to-face promotive interaction, whereas teachers revealed low views on individual and group accountability and the lowest views on social and interpersonal skills. Overall Pakistani undergraduates have been found to have faced moderate challenges using CLA in learning English. This study describes the challenges that hinder the effective learning of English under CLA for undergraduates that will assist educators, policymakers, and curriculum designers in the development of innovative and useful policies for improving ESL learning.

Keywords: challenges; collaborative learning approach; learning English; teachers; undergraduates

INTRODUCTION

Collaborative Learning Approach (CLA) is a teaching method that enables learners to collaborate in small groups, resolve problems, accomplish tasks, and attain academic goals while learning English. (Khan et al., 2023). Additionally, it concerns English learning activities that stimulate collaboration among students in small groups of typically two to five people to support their learning individually and also in teams (Le et al., 2018). Today, student-centred practices are applauded by all constituencies, but CLA is appreciated by English as Second Language (ESL) faculty members and students because of its useful characteristics (Qureshi et al., 2021).

CLA offers various strategies to facilitate the learning process of the English language in which teachers facilitate learners to perform their tasks. It changes the nature of the learning environment, where learners happily learn by working in small groups (Okolie et al., 2021). Qureshi et al. (2021) ascribed that Pakistani learners and teachers appreciate CLA because it is a stepping stone in fostering educational accomplishments. Furthermore, Adesina et al. (2022) stated that learners appreciate CLA as it offers opportunities to practise English, reduces fear and anxiety, develops relationships and confidence etc. Likewise, Yu et al. (2022) discovered that learners support CLA as it promotes group skills that help them to counter various conflicts in assessing different tasks. Yu et al. (2022) revealed that learners showed great interest while doing several tasks in teams. The research revealed that doing certain activities in teams could prepare students for their future professions. CLA has been recognised for improving students' academic and social abilities in English classes nowadays (Khan et al., 2023).

Several difficulties are observed by students in empirical research that affect CLA, i.e., learners' uneven participation in teamwork and poor communicative abilities. Teachers have mentioned several challenges when creating CLA activities, i.e., planning groups, handling team assignments, and scheduling adequate class time (Gillies, 2010). Concerning the research exploring the adoption and use of CLA, difficulties are examined from the viewpoints of either teachers or students in learning English. The only emphasis of the conducted investigations was on the challenges in CLA that teachers or students had in a context where English was the primary language. As a result, the challenges that ESL undergraduates faced in CLA and the views of ESL teachers about the challenges faced by their undergraduates in learning English using CLA have not been thoroughly examined. One of the well-known challenges is claimed as free riding that instructors face while creating CLA exercises, notably when they consider procedures for both individual and group accountability as far as positive interdependence (Adesina et al., 2022). Additionally, educators' judgements influence students' opinions and shape their behaviour in CLA exercises. For example, students participate in group projects less frequently than other group mates because they believe their involvement is optional (Le et al., 2018), resulting in constraints to productive teamwork in the study of English.

The impact and application of CLA at various educational levels in English were investigated by Khan et al. (2023). They reported that the participants highlighted certain concerns with CLA in learning English, including classroom instructions, group composition, uneven individual engagement in group work, and a deficiency of teamwork abilities. While English teachers always seemed to arrange active learning like structuring teams, handling time in the classes, plotting suitable group assignments and prescribing novel collaborative efforts. Le et al. (2018) also highlighted several other variables are highlighted in CLA, like time limit, group composition, overcrowded classrooms, unequal participation, and social loafing. Additional elements that affected the classroom atmosphere for English in CLA classrooms were also clarified by other studies. These include homogenous and diverse groupings and large classrooms (Qureshi et al., 2021). Learners who are incapable of working with others and communicating well are the real reason that CLA fails to be effective in learning English (Adesina et al., 2022). According to Gillies (2010), controlling class scheduling and grading learners' collaborative efforts are two further issues that limit learners' abilities in CLA. Some challenges are also caused by learners' fear and anxiety when working in small groups. Furthermore, pupils' nervousness during group projects creates issues with learning English during CLA practice. Other factors that hinder learning English using CLA include beliefs, attitudes, and apparent conduct. Studies on CLA in English language classrooms continue to be concentrated either on the instructors or, indeed, the

students (Adesina et al., 2022). According to Adesina et al. (2022), students' perceptions of their contributions to group projects increase participation and improve their ability to acquire knowledge in a collaborative environment. Additionally, the way in which students view, and experience grading the work of their colleagues has an effect on how they engage in a group learning process.

Some researchers examined challenges that have an impact on how both students and educators view the joint effort. Earlier research focused on one challenge rather than several challenges (Buchs et al., 2017) or only looked at challenges faced by either instructors or learners (Le et al., 2018). This study examined the challenges faced by ESL undergraduates and teachers' views about the challenges faced by their undergraduates in learning English. The common understanding of CLA is nevertheless focused on Pakistani ESL classrooms; the research has revealed different challenges that have been reported by either students or teachers concerning CLA (Khan et al., 2023). Learners' and instructors' views on CLA were reported in past research, but those studies have been evaluated at different educational levels, such as beginner, intermediate, and tertiary, in different academic disciplines such as science, commerce, and engineering, and in numerous regional and global circumstances like America, Europe, and Asia (Adesina et al., 2022). Although there have been qualitative research studies on CLA, these qualitative studies specified that the students and teachers of Pakistani educational institutes like collaborative activities in English classes (Qureshi et al., 2021). More quantitative research should be conducted to investigate the challenges faced by ESL undergraduates and teachers' views about the challenges faced by their undergraduates in the CLA context when learning English in Pakistan (Khan et al., 2023).

Numerous investigators have expressed the usefulness of CLA as English language pedagogy since they found that CLA might be one of the biggest sources to overcome students' problems with the help of developing their analytical, practical, holistic, social, and communicative abilities (Qureshi et al., 2021). In addition, CLA might be accurate, particularly in practical classrooms when learners might solely rely on team members to complete their assignments. Costouros (2020) reported that not all the students had revealed favourable attitudes toward in-class interactive learning activities in teams. According to Costouros, learners disliked participating in a number of classroom activities since they believed they were not learning. Certain learners might not perform adequately on the task given to their groups, which might also have an impact on the team as a whole. In view of the overall scenario of CLA, the objectives of this research are as follows:

1. To investigate the challenges faced by Pakistani ESL undergraduates in learning English using CLA.
2. To investigate the views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA.

RELATED LITERATURE REVIEW

ENGLISH LANGUAGE LEARNING CONTEXT

English is used as the medium of instruction (MoI) and taught as a core subject in the world, including Pakistan (Khan et al., 2023). English has become ESL due to its usage in educational institutes from grades 1-14 and daily life as the official language in Pakistan (Manan et al., 2022). Now, English Language Teaching (ELT) updated its status in Pakistan. Although English is considered the most important language in Pakistan, undergraduates are lacking in English communication (Khan et al., 2023). Some critical factors are held responsible for the poor fluency of ESL undergraduates that greatly influence the English learning process, such as ineffective policies of language, attitudes, inexperienced teachers, old curriculum, traditional pedagogies, extra strengths of students in class, lack of interest, and teacher-oriented accomplishments (Gul & Channa, 2022). Such problems can be resolved by employing innovative teaching methodologies such as CLA in Pakistani English language classrooms (Khan et al., 2023). Recently, ELT targeted the communication skills of ESL students (Qureshi et al., 2021). Moreover, ELT aims to accelerate accurate, realistic, advanced, dynamic, challenging, useful, communicative, and social skills in ESL learners in English classes. Therefore, CLA has earned an incredible place in the learning of the English language in the ESL context (Gul & Channa, 2022). CLA encourages realistic, authentic, innovative, active, critical, practical, communicative, and social skills in ESL learners' learning of English.

COLLABORATIVE LEARNING APPROACH (CLA)

CLA refers to working mutually to achieve collective objectives (Le, 2022). The learners try to seek those results from collaborative situations that are beneficial for their group members (Qureshi et al., 2021). It enables learners to work together to maximise learning in achieving their targeted goals (Mao & Lee, 2021). Sometimes teacher-oriented classrooms restrict the learning of the students in a controlled environment for instant gains, whereas CLA promotes positive interdependence in groups that give better results for a long time (Le, 2022). As a result, CLA has been given emphasis, and the views of learners are considered integral in English language learning classrooms. Similarly, the Higher Education Commission (HEC) of Pakistan also focused on the need for active and innovative learning methods in universities to manifest student-centred approaches, i.e., CLA (Khan et al., 2023).

Numerous ELT methods were implemented a long ago, but Communicative Language Teaching (CLT) reflects a collaborative role for students in learning English (Yu et al., 2022). Purposeful communication is the potential practice in which learners involve themselves via teams in learning English once they receive prospective activities (Qureshi et al., 2021). CLA is a holistic and innovative ELT method which boosts interest, motivation, and confidence in learners to lessen their fear, anxiety, and stress in cooperative activities like a jigsaw, role play, discussion, etc., in the presence of a facilitator in learning English (Chatterjee & Correia, 2020). Le et al. (2018) recommended that social interaction in collaborative tasks helped learners to learn the English language.

SOCIOCULTURAL THEORY (SCT)

CLA is based upon SCT, which was propounded by Vygotsky (1978). Bruffee (1993) introduced this term in the first language for the first time, and later on, it was introduced in other parts of the world as an ELT pedagogy based on its five basic elements, such as positive interdependence, individual and group accountability, group processing, social skills, and face-to-face promotive interaction (Khan et al., 2023). CLA is philosophically interconnected with SCT (Lantolf et al., 2018). At this point, SCT is greatly influenced by the perspectives of Engels and Marx in the 18th and 19th centuries (Novita et al., 2020). The stance of Marxist philosophy is obvious with regard to the field of English language education, i.e., the success of the learners is conditioned by working together and their complete support with group members (Lau & Jin, 2019). Likewise, Lantolf et al. (2018) state that learning through SCT is comparatively prompted by English language teachers. Vygotsky (1978), a Russian psychologist, introduced the concept of SCT. Vygotsky proved a revolutionary ambassador for English language teachers and learners in innumerable means; Vygotsky argues that focusing on the learning of knowledge is not only the stance of SCT but also the assessment of the capabilities of the learners in order to solve problems is important (Le, 2022). SCT greatly supports the holistic environment of English language teaching and learning. Furthermore, it considers that ESL learning should not be an unmediated process but a helpful accomplishment. SCT provides a great platform of opportunities for ESL learners to interact and collaborate for the learning of English in classrooms (de Lange & Wittek, 2022).

SCT emphasises interaction and instruction for the development of learners' performance in ESL classrooms. The distance between the levels of actual development and potential development of students is called the Zone of Proximal Development (ZPD) (Mao & Lee, 2021), and ZPD, according to Vygotsky, helps to ensure the actual sociocultural growth of ESL learners (Xu & Zhang, 2022). Vygotsky affirms that the learners can complete their tasks without any hesitation if the tasks are directed properly by the facilitator. Furthermore, ZPD deals with the development of learners' cognition as the output of their communication in social groups which cannot be excluded from their daily life (Xu & Zhang, 2022). Similarly, Xu and Zhang (2022) explain that knowledge construction is the result of interaction in a social context. And the appearance of cognitive functions depends on societal associations. The learners need to develop their ZPD in order to attain their individualistic self-regulation. At this point, the student's actual development level means the individual's production of language, whereas the potential development level defines the individual learners' outcomes of language which are produced by them while working together in collaboration. When undergraduates mingle and cooperate with their fellows and tutor, they are involved in the accomplishment of tasks (Le, 2022). This situation facilitates the individual apprentices to become part of a community to perform practical tasks through discussion with other fellow members in small groups. The learners' intellectual development transpires when they contribute to members and the social world around them. ZPD assures that primitive information does not arise in the mind by itself, but cultural practices give birth to it. Mao and Lee (2021) explain Vygotsky's view that the teacher plays the role of guide in classes to assist the learners so that they can increase their cultural, communicative, practical, and social skills (Lantolf et al., 2018).

RESEARCH METHODOLOGY

RESEARCH DESIGN

The quantitative research approach was adopted in this research, and questionnaire surveys were used to collect the data. Quantitative research design gives objective inquiry to get valid and reliable results from the collected data (Tashakkori et al., 2020). Moreover, quantitative data help to get actual findings (Bryman, 2016). In addition, the results from numerical data through questionnaires provide an accurate, deep, reliable, valid, and complete understanding of the investigated research problem (Creswell & Creswell, 2017).

RESEARCH PARTICIPANTS

The participants include ESL undergraduates in the Bachelor of Science (BS) degree programme majoring in English and the teachers who teach BS English undergraduates in English departments. The data were collected randomly through cluster sampling from seven public universities out of 34 universities of Islamabad through the lottery method, i.e., Air University (AU), Bahria University (BU), International Islamic University (IIU), Quaid-e-Azam University (QAU), National University of Modern Languages (NUML), Allama Iqbal Open University (AIOU), and Federal Urdu University of Science and Technology (FUUST). Similarly, a 10% representative sample was selected from the English department of each university, and therefore, 60 ESL undergraduates and five teachers were selected randomly from the English department of each public university. A total number of 420 ESL undergraduates and 35 ESL teachers participated in this research. Out of the total number of ESL undergraduates, 60.5% (254) participants were males, and 39.5% (166) were females. Their ages ranged from 18 to 26 years old. Among the 35 ESL teachers, 21(60.0%) participants were males and 14(40.0%) were females. Their ranges of age were 31-50 years old.

RESEARCH TOOLS AND RELIABILITY

An adapted questionnaire on a five point-Likert scale on the challenges faced by Pakistani ESL undergraduates in learning English using CLA was used in this research containing a total number of 25 items. 60 ESL undergraduates participated in the pilot study, and the value of Cronbach Alpha was reported ($\alpha=0.841$), which assured the reliability of the questionnaire. This questionnaire was adapted from past research (Abrami et al., 2004; Albore & Lanka, 2018; AlMashjari, 2012; Buchs et al., 2017; Duckworth, 2010; Gonzales & Torres, 2015; Neo et al., 2012; Xuan, 2015). Similarly, five point-Likert scale questionnaire on the views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA was also adapted, and it comprises 25 items from the same resources. No single suitable questionnaire for the views of ESL teachers about the challenges faced by their undergraduates in CLA was found; therefore, the researchers adapted the same items to investigate the views of ESL teachers about the challenges faced by their undergraduates in learning English using CLA. Selected items of questionnaires were adapted from past research conducted on CLA in response to the elements such as positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction. Moreover, CLA is based upon SCT by Vygotsky and its one of the key elements, such as ZPD, as the central part of it to initiate

the process of learning. 10 ESL teachers participated in the piloting, and Cronbach Alpha's value was reported as 0.747 ($\alpha=0.747$) to confirm the reliability of the questionnaire. Besides, the items of both adapted questionnaires were based on the basic five elements of CLA, such as positive interdependence, group processing, social skills, individual and group accountability, and face-to-face promotive interaction in learning English.

DATA COLLECTION PROCEDURE

The researchers sought permission from the Head of the English Departments of each selected public university of Islamabad, Pakistan. Written consent forms were distributed among the research participants to ensure their voluntary participation. The researchers briefed the research participants about the procedure of filling out questionnaires with clear instructions. ESL teachers and undergraduates completed given questionnaires in 20 to 25 minutes.

DATA ANALYSIS

The numerical data obtained from the responses to questionnaires on the challenges faced by Pakistani ESL undergraduates in CLA and the views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA were analysed through descriptive statistics, i.e., Mean (M) and Standard Deviation (SD). Past research works divided the mean score into five categories to determine the highest, high, moderate, low, and lowest means (Sözen & Güven, 2019) in learning English using CLA. Table 1 deals with the scale for the interpretation of the mean score of the level of views in learning English.

TABLE 1. Scale for the interpretation of mean score of the level of views in learning English

Scale	Mean Score	Agreement Level	Level of Views
5	4.21 - 5.0	Strong Agreement	Highest
4	3.41 - 4.20	Agreement	High
3	2.61 - 3.40	Neutral	Moderate
2	1.81 - 2.60	Disagreement	Low
1	1 - 1.80	Strong Disagreement	Lowest

Table 2 explains the division of items of the questionnaire on the challenges faced by ESL undergraduates and the views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA.

TABLE 2. Division of the items of questionnaires on the challenges faced by Pakistani ESL undergraduates and views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA

Sr	Elements of CLA	Items
1	Positive Interdependence	5, 7, 8, 12, 13
2	Individual and Group Accountability	18, 19, 20, 21, 25
3	Group Processing	9, 10, 11, 22, 23
4	Social Skills	2, 14, 15, 16, 17
5	Face-to-Face Promotive Interaction	1, 3, 4, 6, 24

RESULTS

CHALLENGES FACED BY PAKISTANI ESL UNDERGRADUATES IN LEARNING ENGLISH USING CLA

Table 3 shows the results of the challenges faced by Pakistani ESL undergraduates in learning English using CLA. The results indicated that Pakistani ESL undergraduates kept low to high views ($M=2.47$ to $M=3.41$) on different elements of CLA. ESL undergraduates showed high views on positive interdependence ($M=3.41$), whereas moderate views on individual and group accountability ($M=2.88$), group processing ($M=2.89$), and face-to-face promotive interaction ($M=3.05$). On the contrary, undergraduates expressed low views on social skills ($M=2.47$). The overall mean score ($M=3.17$) using CLA in learning English was reported; therefore, from the overall results, it is evident that ESL undergraduates reported moderate challenges in learning English using CLA.

TABLE 3. Challenges faced by Pakistani ESL undergraduates in learning English using CLA

Item No	Elements of CLA	N	M	SD
	Positive Interdependence	420	3.41	.70
5	When working together with other students in English class, I find it difficult because of students with different personality styles.	420	3.69	1.11
7	When working together with other students in English class, I find it difficult to share task-related responsibilities.	420	3.45	1.25
8	When working together with other students in English class, I become dependent on others.	420	3.41	1.47
12	When working together with other students in English class, I find it difficult to work with students who are less knowledgeable than me.	420	3.24	1.11
13	When working together with other students in English class, I underestimate others' ideas.	420	3.27	1.08
	Individual and Group Accountability	420	2.88	.98
18	When working together with other students in English class, I find it difficult to understand the given task.	420	2.82	1.02
19	When working together with other students in English class, I spend time talking about unrelated things.	420	3.38	1.10
20	When working together with other students in English class, I find it difficult to concentrate on the tasks.	420	2.71	1.02
21	When working together with other students in English class, I am unable to complete the tasks on time.	420	2.36	1.17
25	When working together with other students in English class, I do not get the grade I deserve.	420	3.10	1.45
	Group Processing	420	2.89	.97
9	When working together with other students in English class, I do not like the students I am assigned to work with.	420	3.04	1.32
10	When working together with other students in English class, I do not like to work with my friends.	420	2.64	1.17
11	When working together with other students in English class, I do not like to work with those students who are not my friends.	420	3.32	1.17
22	When working together with other students in English class, I find it difficult to work in a group of 3 to 5.	420	2.02	.98
23	When working together with other students in English class, I find it difficult to work in a group of 6 or more.	420	3.42	1.06
	Social Skills	420	2.47	.85
2	When working together with other students in English class, I prefer not to participate.	420	3.07	1.14
14	When working together with other students in English class, I lack listening skills for effective communication.	420	2.52	1.17
15	When working together with other students in English class, I lack speaking skills for effective communication.	420	2.39	1.17

16	When working together with other students in English class, I lack reading skills for effective communication.	420	2.28	1.15
17	When working together with other students in English class, I lack writing skills for effective communication.	420	2.07	1.11
Face-to-Face Promotive Interaction		420	3.05	.88
1	When working together with other students in English class, I do not show equal motivation.	420	3.47	1.18
3	When working together with other students in English class, I do not respect others' opinions.	420	3.21	1.12
4	When working together with other students in English class, I do not get enough opportunities to practise English.	420	2.42	1.18
6	When working together with other students in English class, I end up doing most of the tasks.	420	2.87	.98
24	When working together with other students in English class, the physical set-up of the classroom is a hindrance for me.	420	3.28	1.24
25	overall	420	3.17	.97

VIEWS OF PAKISTANI ESL TEACHERS ABOUT THE CHALLENGES FACED BY THEIR UNDERGRADUATES IN LEARNING ENGLISH USING CLA

Table 4 presents the views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA. The results illustrate that Pakistani ESL teachers revealed moderate views about the challenges faced by their undergraduates on three elements of CLA such as positive interdependence ($M=2.68$), group processing ($M=2.70$), and face-to-face promotive interaction ($M=2.75$), whereas low views on individual and group accountability ($M=2.07$) and the lowest views on social skills ($M=1.65$). The overall reported mean score ($M=3.25$) meant that ESL teachers showed moderate views on the challenges faced by their undergraduates in learning English using CLA.

TABLE 4. Views of Pakistani ESL teachers about the challenges faced by their undergraduates in learning English using CLA

Item No		N	M	SD
Positive Interdependence		35	2.60	.78
5	When working together with other students in English class, my students find it difficult because of students with different personality styles.	35	2.91	1.19
7	When working together with other students in English class, my students find it difficult to share task-related responsibilities.	35	2.97	1.04
8	When working together with other students in English class, my students become dependent on each other.	35	3.11	1.13
12	When working together with other students in English class, my students find it difficult to work with students who are less knowledgeable than them.	35	1.97	.61
13	When working together with other students in English class, my students underestimate each other's ideas.	35	2.05	.93
Individual and Group Accountability		35	2.07	.55
18	When working together with other students in English class, my students find it difficult to understand the given task.	35	1.88	.58
19	When working together with other students in English class, my students spend time talking about unrelated things.	35	2.71	1.07
20	When working together with other students in English class, my students find it difficult to concentrate on the tasks.	35	2.11	.79
21	When working together with other students in English class, my students are unable to complete the tasks on time.	35	1.80	.40
25	When working together with other students in English class, my students do not get the grades they deserve.	35	1.68	.63

	Group Processing	35	2.70	.75
9	When working together with other students in English class, my students do not like the students they are assigned to work with.	35	2.48	1.01
10	When working together with other students in English class, my students do not like to work with their friends.	35	1.60	.65
11	When working together with other students in English class, my students do not like to work with those students who are not their friends.	35	3.77	.84
22	When working together with other students in English class, my students find it difficult to work in groups of 3 to 5.	35	1.71	.85
23	When working together with other students in English class, my students find it difficult to work in a group of 6 or more.	35	3.94	.83
	Social Skills	35	1.65	.87
2	When working together with other students in English class, my students prefer not to participate.	35	1.74	.61
14	When working together with other students in English class, my students lack listening skills for effective communication.	35	1.62	.49
15	When working together with other students in English class, my students lack speaking skills for effective communication.	35	1.62	.49
16	When working together with other students in English class, my students lack reading skills for effective communication.	35	1.62	.49
17	When working together with other students in English class, my students lack writing skills for effective communication.	35	1.62	.49
	Face-to-Face Promotive Interaction	35	2.75	.73
1	When working together with other students in English class, my students do not show equal motivation.	35	3.80	1.05
3	When working together with other students in English class, my students do not respect each other's opinions.	35	1.88	.47
4	When working together with other students in English class, my students do not get enough opportunities to practise English.	35	1.80	.40
6	When working together with other students in English class, some of my students end up doing most of the tasks.	35	3.71	.98
24	When working together with other students in English class, the physical set-up of the classroom is a hindrance for my students.	35	2.57	1.09
25	overall	35	3.25	1.26

DISCUSSION AND CONCLUSION

This study focused on the challenges faced by Pakistani ESL undergraduates in learning English using CLA and the views of ESL teachers about the challenges faced by their undergraduates in learning English using CLA. 420 Pakistani ESL undergraduates and 35 teachers were included as research participants. Adapted questionnaires were used to collect data through a survey-based quantitative research approach in lieu of cluster sampling. The mean and standard deviations were used to analyse the responses. The English departments of seven public universities in Islamabad were the focus of this research. A cluster sampling technique was used to select the research participants. Only those research participants who were familiar with CLA were selected for this study.

The present findings revealed moderate views on the challenges Pakistani ESL undergraduates faced in different elements of CLA, i.e., positive interdependence, individual and group accountability, group processing, social skills, and face-to-face promotive interaction in learning English. In addition, this study found that Pakistani ESL teachers held moderate views about the challenges faced by their undergraduates in five elements of CLA, i.e., positive interdependence, individual and group accountability, group processing, social skills, and face-to-face promotive interaction in learning English.

The current findings are similar to the findings of Le et al. (2018), who identified four primary barriers to the success of CLA for instance, free-riding, learners' deficiency in collaborative abilities, their degree of competence, and their friendships. The first barrier supports research-based conclusions that interpersonal and collaboration abilities are necessary for effective group engagement as well as for individual and group development (Okolie et al., 2021). Learners that lack cooperation skills are not able to participate fully in the activities given to them. This might result in the additional barrier of free-riding, which has received much attention in CLA literature. Lastly, a circle of friends might not always work well since companions want to mingle instead of concentrating on teamwork (Le, 2022). One may also disregard their personal account without fear of repercussion from other group mates. Because individuals wish to avoid criticising and disputing in order to pursue social peace, this is particularly evident in Asian nations (Lau & Jin, 2019). This suggests that people, particularly in Asian nations, may need to repress their private emotions or opposing opinions in order to avoid impairing relationships inside a community. This characteristic of the organisational culture may also explain the tendency to provide classmates with incredibly high ratings in the assessment of peers (Le et al., 2018).

These study results appear to support calls for instructor abilities that improve the quality of learner cooperation, i.e., setting educational targets, modelling positive student behaviours, observing, encouraging, reinforcing, and assessing students' engagement (Qureshi et al., 2021). Because learners may focus primarily on attaining better academic matters and disregard the importance of interpersonal connection via cooperation, a teacher's inadequate abilities to apply CLA may severely and adversely affect students' learning in teams (Le et al., 2018). Since there is a lack of focus on CLA's collaborative objectives, instructors may neglect to teach learners interactive practices, which may prevent them from wanting to or being able to analyse the close collaboration (Lau & Jin, 2019). This viewpoint is supported by past studies. For instance, interpersonal skills instruction for effective collaboration among learners was uncommon (Le, 2022). The reason instructors established several group projects, yet the majority of learners performed alone, was likely due to learners' inadequate social skills instruction (Okolie et al., 2021). Additionally, it appears that instructors' lack of cooperative learning goals and reliable tools to evaluate joint abilities contribute to the undesirable academic achievement of teamwork (Adesina et al., 2022). This study suggests that ESL undergraduates and teachers should pay particular attention to how often the basic elements of CLA can help to overcome the challenges faced by their undergraduates in learning English. Integrating these elements might ensure the social connections that are crucial to CLA's effectiveness (Lagat & Concepcion, 2022). Appropriate advice and preparations for students, careful planning of projects, especially with regard to unbiased evaluation, and ongoing efficient and psychological assistance are strategies for dealing with obstacles

This research also recommends certain directions for new investigators in this field. Similar kinds of research may be conducted on learners and teachers in other public institutes in Pakistan and other countries. Future research may also investigate the relationship between the views of ESL teachers and their undergraduates about the challenges in learning English using CLA. The sample size may be increased for ESL undergraduates and teachers in future attempts to check the generalisability of the results. This research will benefit students, teachers, policymakers, and curriculum designers as it sheds light on effective ways to learn English in the Pakistani context.

ACKNOWLEDGEMENT

The authors acknowledge University Malaysia Sarawak (UNIMAS) for financial support.

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