

Faculty of Education, Language and Communication

Comparison between Pakistani ESL Undergraduates' and Teachers' Attitudes, Perspectives and Challenges in Collaborative Learning Approach

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A thesis submitted

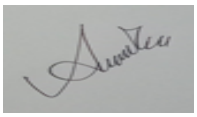
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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.



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ABSTRACT

In the 21st century, English language pedagogy has increasingly moved from a teacher-centered to a student-centered approach, a shift that has influenced educational practices globally, including in Pakistan. Collaborative Learning Approach (CLA) is central to this transition, encouraging active student engagement and interaction. Therefore, this study aimed to examine the extent to which Pakistani ESL undergraduates' attitudes, views, and challenges in CLA match their teachers' perspectives. The study employed survey design and data were collected using questionnaires with items adapted from a combination of previous studies. The questionnaires were validated from three English language experts. Sixty Pakistani ESL undergraduates and ten Pakistani ESL teachers participated in the pilot survey. Good to excellent reliability on Cronbach alpha was measured in all questionnaires adapted for Pakistani ESL undergraduates and teachers. Then the main study was conducted which involved 420 Pakistani ESL undergraduates and 35 Pakistani ESL teachers who were selected randomly through cluster sampling from seven out of thirteen public/government universities of Islamabad, the federal territory of Pakistan. Descriptive and inferential statistics were used to analyse the data. The findings showed that the attitudes of Pakistani ESL undergraduates are positive towards learning English. Similarly, Pakistani ESL teachers also revealed positive perspectives about their undergraduates' attitudes towards learning English. A weak negative correlation between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English was reported. Moreover, Pakistani ESL undergraduates revealed positive views about CLA in learning English. Likewise, Pakistani ESL teachers revealed positive perspectives about their undergraduates on CLA in learning English. A weak negative correlation between the

views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. In addition, Pakistani ESL undergraduates faced moderate challenges in CLA in learning English. Further, Pakistani ESL teachers revealed moderate perspectives about the challenges faced by their undergraduates in CLA in learning English. A weak negative relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. This study will assist educators, policymakers, and curriculum designers in the development of innovative and useful policies for improved ESL learning.

Keywords: Attitudes, challenges, collaborative learning approach, perspectives, views

Perbandingan antara Sikap, Perspektif dan Cabaran Siswazah ESL Pakistan dan Guru dalam Pendekatan Pembelajaran Kolaboratif

ABSTRAK

Pada abad ke-21, pedagogi bahasa Inggeris semakin beralih daripada berpusatkan guru kepada pendekatan berpusatkan pelajar, satu anjakan yang telah mempengaruhi amalan pendidikan di peringkat global, termasuk di Pakistan. Pendekatan Pembelajaran Kolaboratif (CLA) adalah teras kepada peralihan ini, menggalakkan penglibatan dan interaksi pelajar yang aktif. Atas sebab ini, kajian ini bertujuan untuk mengkaji sejauh mana sikap, pandangan dan cabaran pelajar ESL Pakistan dalam CLA sepadan dengan perspektif guru mereka. Kajian ini menggunakan reka bentuk tinjauan dan data dikumpul menggunakan soal selidik dengan item yang diadaptasi daripada gabungan kajian lepas. Soal selidik telah disahkan daripada tiga orang pakar bahasa Inggeris. Seramai enam puluh orang pelajar Pakistan dan sepuluh orang guru Pakistan telah mengambil bahagian dalam tinjauan rintis. Kebolehpercayaan dari yang baik hingga cemerlang pada Cronbach alpha telah diukur dalam semua soal selidik yang diadaptasi untuk para pelajar siswazah dan juga guru-guru Pakistan. Selepas itu, kajian utama yang melibatkan 420 orang mahasiswa Pakistan dan 35 orang guru Pakistan telah dijalankan dan mereka dipilih secara rawak melalui persampelan relook dari tujuh daripada tiga belas orang awam/kerajaan, Universiti Islamabad, wilayah persekutuan Pakistan. Statistik deskriptif dan inferensi digunakan untuk menganalisis data. Dapatan kajian menunjukkan bahawa sikap pelajar ESL Pakistan adalah positif terhadap pembelajaran bahasa Inggeris. Begitu juga dengan guru-guru ESL Pakistan juga mengungkapkan perspektif yang positif tentang sikap mahasiswa mereka terhadap pembelajaran bahasa Inggeris. Korelasi negatif lemah adalah antara satu sikap pelajar ESL Pakistan terhadap pembelajaran bahasa Inggeris

dan perspektif guru-guru ESL Pakistan tentang sikap pelajar pelajar mereka terhadap pembelajaran bahasa Inggeris telah dilaporkan. Selain itu, pelajar ESL Pakistan turut mengungkapkan pandangan positif mereka tentang Pendekatan Pembelajaran Berkolaboratif (CLA) dalam pembelajaran bahasa Inggeris. Begitu juga halnya dengan guru-guru ESL Pakistan menyatakan perkara yang sama. Terdapat korelasi negatif yang lemah antara pandangan mahasiswa ESL Pakistan tentang CLA dengan perspektif guru-guru ESL Pakistan tentang mahasiswa mereka tentang CLA dalam pembelajaran bahasa Inggeris. Di samping itu, pelajar ESL Pakistan juga menghadapi cabaran sederhana dalam CLA dalam pembelajaran bahasa Inggeris. Selanjutnya, guru-guru ESL Pakistan menyatakan perspektif sederhana tentang cabaran yang dihadapi oleh mahasiswa mereka dalam CLA dalam pembelajaran bahasa Inggeris. Terdapat juga hubungan negatif yang lemah antara cabaran yang dihadapi oleh mahasiswa ESL Pakistan dalam CLA dengan perspektif guru-guru ESL Pakistan tentang cabaran yang dihadapi oleh mahasiswa mereka dalam CLA dalam pembelajaran bahasa Inggeris. Kajian ini akan membantu para pendidik, penggubal dasar dan pereka bentuk kurikulum dalam pembangunan dasar-dasar inovatif dan berguna untuk peningkatan pembelajaran ESL dengan lebih baik.

Kata kunci: *Sikap, cabaran, Pendekatan pembelajaran kolaboratif, perspektif, pandangan*

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LIST OF ABBREVIATIONS

AIOU	Allama Iqbal Open University
AMTB	Attitude Motivation Test Battery
AU	Air University
BU	Bahria University
CLA	Collaborative Learning Approach
CLT	Communicative Language Teaching
CU	Comsat University
EFL	English as a Foreign Language
ELT	English Language Teaching
ELTR	English Language Teaching Reforms
ESL	English as a Second Language
FUUST	Federal Urdu University of Science and Technology
HEC	Higher Education Commission
IIUI	International Islamic University Islamabad
L1	First Language
L2	Second Language
MKOs	More Knowledge Others
MoI	Medium of Instruction
QAU	Quaid-e-Azam University
SPSS	Special Packages for Social Sciences
ZPD	Zone of Proximal Development

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is undoubtedly the most important language used for communication purposes in different countries (Haidar, 2021a). The global prevalence of the English language has significant repercussions in the fields of education, culture, ideology, and linguistics, impacting individuals and societies (Raza & Coombe, 2022). As, it is passport to a good career and source of sharing information in advanced technological age (Low & Pakir, 2021). The population of individuals who are proficient in the English language has experienced a substantial increase in the past few years (Kirkpatrick, 2020; Trudgill & Hannah, 2017). So, academic and non-academic zones accept the reality that learning English language is a gateway to understand the emerging trends of various disciplines (Ghaffar et al., 2023). Moreover, English has earned the position of a global lingua franca by connecting all continents worldwide (Khan et al., 2022). Therefore, English is widely utilised and instructed globally to establish supremacy in various domains i.e., education, commerce, trade, science, corporate sector, media, and information technology (Haidar, 2019a; Rasool et al., 2023). Contemporary Communicative Language Teaching (CLT) pedagogies emphasise the need of a sociocultural environment for fostering social contact and authentic communication as crucial factors in learning English (Qureshi et al., 2021). For that reason, an essential objective of English as a Second Language (ESL) education is to cultivate Collaborative Learning Approach (CLA) inside the ESL setting since it enhances the comprehensive, interactive, authentic, and practical abilities of individuals in the presence of a facilitator (Almusharraf & Bailey, 2021). But in an ESL setting, issues

like low self-esteem, awkward behaviour, poor teamwork, fear, anxiety, and reluctance during genuine conversation have been major problems (Le et al., 2018). Moreover, research evidences in various global contexts i.e., Indonesia (Afni, 2022), Suadi Arabia (Almullah, 2017), Vietnam (Le et al. 2018), Bangladesh (Anwar et al., 2022), Singapore (Choy & Cheung, 2022), China (Lee & Yang, 2020), Iran (Kashefian-Naeeini et al., 2018), Turkey (Gömleksiz, 2010), and Pakistan (Khan & Mansoor, 2020) show that students have critical concerns like attitudes, time, personality styles, large groups, assessment, friendship, lack of confidence, lack of communication, and fear etc. about working in CLA in learning English. The following continues to be persistent problems in ESL environments of CLA including Pakistan (Fareed et al., 2021; Le et al., 2022).

Pakistan is a multilingual country with various rich cultures in which five major indigenous languages are widely spoken e.g., Pashto, Punjabi, Balouchi, Sindhi, and Saraiki (Rahman, 2020). Apart from indigenous languages, the two central languages of the state are Urdu and English (Shamim & Rashid, 2019). According to the Constitution of Pakistan (1973), article 251, clauses 1 and 2, Urdu and English are the national and official languages of the Islamic Republic of Pakistan, with seventy-four different languages (Haidar & Fang, 2019). Pakistan is a state of diverse languages and cultures, consisting of seventy-two different living languages excluding English (Shahid et al., 2022). English is taught as a required topic in all Pakistani educational institutions and is utilised as a medium of instruction (MoI) for students in grades one through fourteen (Sabir et al., 2023). Therefore, developing countries including Pakistan are facing critical roles in terms of learning English because it is the language of study and white-collar jobs (Haidar, 2019b). Further, Haidar (2016) acknowledged that, "English is a passport to privilege and needed for survival in Pakistan" (p. 1). In Pakistan, it has revived its status as lingua franca

(Rasool et al., 2023). English is one of the traditions of English colonialism and the basic requirement for securing a prestigious job in Pakistan (Manan et al., 2023). Henceforth, proficiency, accuracy, and competence in English language after learning it are the keys to unlock the doors to enter a higher social class and seen as a symbol of superiority among the indigenous languages (Rasool et al., 2023). In Pakistan, English is recognised as the language that holds authority and is associated with the upper class, influence, authority, education, business, armed forces, and information technology (Ghaffar et al., 2023). English is commonly referred to be the language associated with technology and development in Pakistan. Therefore, the level of comprehension of English among learners is of utmost significance in Pakistan.

The policymakers, linguists, and educationists suggested and helped Higher Education Commission (HEC) to design those different innovative policies for Pakistani ESL undergraduates through which they may be able to speak fluently and write appropriately not only in universities but also in day-to-day life, but they are destined to fail (Mahboob, 2021; Yasmin & Sohail, 2018). Numerous studies also claim that teachers and students in Pakistan do not understand and value the new teaching approaches like CLA (Yasmin & Naseem, 2019). Moreover, English classroom culture does not favour teamwork and participation of learners in Pakistan (Manan, 2019). In this regard, Slavin (1996) also suggests the same that, “traditional classrooms expect students to work independently and to compete for good grades, teachers’ approval, and recognition” (p. 1). Others also support this stated perspective (Baghcheghi et al., 2011; Gillies & Ashman, 2003; Khan & Inamullah, 2011; Ning & Hornby, 2014).

HEC planned to initiate a project with the help of the American Embassy and British Council titled as English Language Teaching Reforms (ELTR) (2003) to counter the above-mentioned factors and facilitate the ESL learners of public institutes in Islamabad city, the capital territory of Pakistan. This program led to increased emphasis on student-centered practices, encouraging interaction and critical thinking rather than traditional rote learning. Although CLA promoted positive outcomes like improved communication skills and peer support, their implementation has been challenging due to factors like large class sizes and limited teacher training in CLA methodologies. Despite these hurdles, the ELTR initiative laid an important foundation, pushing Pakistan's educational system towards more interactive and learner-focused practices in English language education. Since people from all provinces kept on residing there, so this project was intentionally started in the capital of Pakistan to know about the responses of mix ability students and teachers towards the role of innovative teaching methdologies i.e., CLA in learning English. The aim of the project was to bring into practise CLA for the holistic, authentic, active, and practical learning of ESL learners in English classrooms. The first phase of ELTR started in 2004, during which fourteen hundred English language teachers were trained and similarly, fourteen hundred more teachers were trained under the second phase of ELTR in 2010. These trained teachers were sent back to their parental public institutes to employ innovative teaching methodologies, including CLA, to bring about a positive change in the ESL learning environment and get better results (Le et al., 2018). To address the needs of diverse learners, CLA facilitates interaction among learners and promotes social skills for better collective performance (Rajab & Ibrahim, 2017; Raza & Coombe, 2022). Numerous studies have found that student-centred classrooms enhance learning and help other students develop both their social and interpersonal skills plus

intellectual abilities (Alzahrani, 2022; Liu et al., 2017; Phiwpong & Dennis, 2016) but certain problems are highlighted which restrict the learning environment of groups in ESL classrooms at university level in Pakistan (Qureshi et al., 2021). Therefore, it is important to know about the details of the problems in the process of CLA as an innovative pedagogy in ELT that has several advantages over traditional teaching.

1.2 Problem Statement

The attitudes of Pakistani ESL undergraduates towards learning English play a crucial role in shaping their language acquisition outcomes and academic success. Despite English being a primary medium of instruction in higher education, many students in Pakistan continue to face difficulties in mastering the language, often due to a variety of psychological, social, and cultural factors (Zia & Yaqoob, 2022). Recent studies highlight that attitudes towards English are influenced by factors such as motivation, societal perceptions of English, and prior educational experiences (Ali & Aslam, 2021; Niazi & Khan, 2020). While some students view English as a valuable tool for academic and professional advancement, others perceive it as a foreign language that is detached from their daily lives, leading to reluctance in its learning (Shahzad & Riaz, 2023). Understanding these attitudes is vital for improving teaching strategies and addressing the challenges faced by ESL learners in Pakistan's public universities, where traditional, teacher-centered approaches may not effectively engage students in the language learning process (Fahim & Sadeghi, 2020). This research seeks to explore the underlying factors influencing the attitudes of ESL undergraduates in Pakistani public universities, in order to develop more contextually appropriate and effective language teaching methodologies.

ESL students in public institutes often face challenges in group interactions and discussions (Lee & Osman, 2021), with difficulties in participating and contributing to teams in higher education (Kyaw, 2019). These issues are attributed to a lack of collaborative skills (Siddique & Singh, 2016; Ahmed Abdel-Al Ibrahim et al., 2023). Research highlights additional barriers to successful CLA, such as ineffective planning of group tasks, student evaluation challenges, and instructors' struggles in managing group dynamics, time and resources (Azizah, 2022; Govindasamy & Shah, 2020). Furthermore, ESL lecturers often focus insufficiently on teaching collaboration skills, with students typically grouped without proper guidance on effective teamwork (Choy & Cheung, 2022; Dewi & Muhid, 2021).

Despite the implementation of CLA in English language classrooms, especially at the tertiary level, teachers face challenges in accurately assessing students' performance and success (Chen, 2021; Strijbos, 2011). Many ESL teachers remain uncertain about effective evaluation criteria and methods, particularly in public institutions (Aini et al., 2022; Frykedal & Chiriac, 2011). Studies reveal that evaluation processes often lack transparency, leaving students doubtful about the fairness and reliability of assessments (Chiriac & Granström, 2012; Gillies, 2006; Strom & Strom, 2011; Zhu & Eamoraphan, 2022). Moreover, research shows a lack of clarity regarding the underlying causes of these challenges, with little focus on how they affect both educators and ESL learners engaged in CLA (Gillies & Boyle, 2010; Lopata et al., 2003; Zhang et al., 2018). The lack of educator preparedness in supervising group discussions or demonstrating effective teamwork may negatively impact students' perceptions of CLA quality (Anwar et al., 2021; Almajed et al., 2016; Zhu & Eamoraphan, 2022).

Despite the potential benefits of CLA in enhancing English language skills, ESL students and teachers encounter numerous challenges that impede its effectiveness (Gillies, 2010). Key issues faced by students include inconsistent engagement, negative attitudes, anxiety, inadequate classroom infrastructure, limited lesson time, and weak communication skills (Qureshi et al., 2021). Teachers face additional obstacles such as difficulties in scheduling teams, supervising group work, and ensuring fair assessment (Law et al., 2017). Further complications arise from free riding, passive group behavior, unequal participation, and perceived voluntariness in group projects, which reduce student motivation (Adesina et al., 2022; Aini et al., 2022; Le et al., 2018). Additional barriers include large or mixed-race groups, friendship biases, and low collaboration skills, all of which hinder the successful implementation of CLA in ESL classrooms (Govindasamy & Shah, 2020; Zhu & Eamoraphan, 2022). These persistent challenges highlight a need for more effective strategies to improve CLA experiences and outcomes in English language learning.

Research on CLA in English language classes highlights several challenges that impact both teachers and students, particularly within group dynamics. A key issue is the varying levels of engagement, where low-achieving students often withdraw from participation while high-achieving students take control, leading to imbalanced group roles (Le et al., 2018). Additionally, students' perceptions of their contributions and the peer assessment process affect their participation, with some students feeling burdened by the responsibility for their peers' learning (Azizah, 2022; Dewi & Muhid, 2021). Mixed-ability groups further complicate CLA, as some students lack focus, diminishing group cohesion and learning outcomes (Qureshi et al., 2021). Furthermore, teachers face uncertainty regarding whether groups remain focused on academic material, and high-achieving

students may feel disconnected from peers with similar abilities, leading to potential social barriers (Zhang et al., 2018; Le et al., 2018).

The highlighted problems in implementing CLA in Pakistan's ESL context include inadequate collaborative skills among students, limited teacher training in setting up and assessing group work, and challenges in managing group dynamics and accountability. Students often struggle with effective group interaction due to insufficient communication and collaboration skills, leading to issues like unequal participation, anxiety, and lack of engagement, especially in mixed-ability groups. Similarly, teachers face difficulties in planning CLA effectively, including task allocation, group monitoring, and establishing clear assessment criteria. These problems align with the rationale of this study, as they highlight a gap between intended outcomes of CLA and its actual implementation in Pakistani classrooms. The study, therefore, aims to explore both ESL students' and teachers' perspectives on these challenges, examining how collaboration issues and evaluation practices impact the effectiveness of CLA in enhancing English learning. By addressing these issues, the research will offer insights into potential improvements in CLA design, teacher training, and assessment methods that better support collaborative English learning in Pakistani higher education. Therefore, the following research aim, objectives, and questions of the present study will help to tackle the above-described problems to promote collaborative environment in ESL learning.

1.3 Research Aim

This study aimed to examine the extent to which Pakistani ESL undergraduates' attitudes, perspectives, and challenges in CLA match their teachers' perspectives.

1.3.1 Research Objectives

i. To assess the attitudes of Pakistani ESL undergraduates towards learning English.

ii. To examine the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English.

iii. To determine the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English.

iv. To explore the views of Pakistani ESL undergraduates about CLA in learning English.

v. To examine the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English.

vi. To determine the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of ESL teachers about their undergraduates on CLA in learning English

vii. To identify the challenges faced by Pakistani ESL undergraduates in CLA in learning English.

viii. To examine the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

ix. To determine the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

1.3.2 Research Questions

i. What are the attitudes of Pakistani ESL undergraduates towards learning English?

ii. What are the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iii. What is the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iv. What are the views of Pakistani ESL undergraduates about CLA in learning English?

v. What are the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English?

vi. What is the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of ESL teachers about their undergraduates on CLA in learning English?

vii. What are the challenges faced by Pakistani ESL undergraduates in CLA in learning English?

viii. What are the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

ix. What is the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

1.4 Collaborative Learning Approach

1.4.1 Different Subjects and CLA

CLA is a leading approach from the last two decades that kept on being positively implemented in various disciplines by various researchers such as psychologists, educationists, linguists, mathematicians, and scientists as well due to the widespread impact of small groups and pair work in the development of ideas. Based on its fundamental five elements—group processing, positive interdependence, individual and group accountability, face-to-face promotive interaction, and social and interpersonal skills—CLA is a valuable pedagogy in ESL and English as a Foreign Language (EFL) classrooms (Gaillet, 1992; Kohonen, 1992; Nunan, 1992; McWham et al., 2003). This is evident in Figure 1.1.

CLA	Elements	Positive Interdependence	"Sink or swim together"
		Individual and Group Accounability	"No hitchhiking; No social loafing"
		Group Processing	"Ask what has been a success and what can be improved"
		Social and Interpersonal Skills	"Ask clarifying questions to members"
		Face to Face Promotive Interaction	"Promote each other's success"

Figure 1.1: Five Elements of CLA (Johnson et al., 1998; Neo et al., 2012)

1.4.2 CLA and ESL Enviornment

In an ESL environment, CLA serves as the foundation for many educational activities in the modern day (Dillenbourg, 1999; Dongyu et al., 2013; Johnson, 2009). The idea originated with Vygotsky's sociocultural theory. Vygotsky (1978) contends that social environments contribute to the development of individual understanding, a claim that Lantolf (2000, 2006) confirmed in ESL contexts. As stated by Dillenbourg (1999), CLA addresses "a situation in which two or more people work together in order to learn something" (p. 1). Additionally, CLA described the cooperative teams of ESL students who actively participated in conversations with one another (Al-Besher, 2012; Cohen, 1994; Dongyu et al., 2013; Sun et al., 2017). According to Graham (2005), CLA refers to the setting when "a small group of learners working together as a team to solve problems, complete a task, or accomplish a common goal" occurs (p. 11).

1.4.3 Theoretical and Pedagogical Roots of CLA

Both theoretically and pedagogically, CLA is well rooted. From a theoretical standpoint, CLA is frequently used in the disciplines of ESL and EFL teaching (Gaillet, 1992; Kohonen, 1992; McWham et al., 2003; Nunan, 1992). From a pedagogical standpoint, CLA is a useful tool for assisting ESL students in becoming proficient in the

language through discussions in small groups (Alzahrani, 2022; Storch, 2016). CLA differs from conventional schooling in that its foundation is more multifaceted. CLA provides learners with basic opportunities in the form of roles that are allocated and completed in groups due to shared objectives in a collaborative endeavour. Learning environments where the setting is operationalized for teacher-centred are typically contrasted with those that use CLA (Kessler, 2003). Kessler went on to say that there is no good or negative effect that personalised instruction has on pupils' English language acquisition. Consequently, achieving a higher standing among learners is the goal when it comes to competitive learning.

It is true that CLA is the most effective method for helping learners develop the skills necessary to improve their academic performance with the help of other students (Schmuck, 1985). One benefit of CLA is that it allows weaker learners to work productively alongside more proficient ones (Gabriele, 2007; Schmitz & Winskel, 2008). Engaging in teams, the students developed critical thinking, motivation, self-esteem-boosting, and leadership skills (Garibaldi, 1979; Gunderson & Johnson, 1980; Hill & Hill, 1990; Johnson & Ahlgren, 1976). According to Storch (2002), when it comes to the rebuilding process of the concepts, the educator's primary duty is to motivate learners to actively engage in the development of interpersonal abilities. As students share, debate, and trade perspectives with others, CLA helps them discover latest ideas. With suitable critiques from their peers, students enhance their experiences by providing motivation and encouragement (Graham, 2006).

Evidence-based first language (L1), second language (L2), and EFL teaching employ the integrated method of CLA as one of the most successful methods for facilitating the learning procedure. The English language is significantly influenced by

CLA. The authentic environment helps pupils improve their command of the English language more effectively (Krashen, 1982). CLA offers a few benefits, including the ability for struggling students to work alongside more proficient ones (Gabriele, 2007; Schmitz & Winskel, 2008). Collaborating in teams, the students developed analytical skills, leadership, enthusiasm, and feelings of self-worth (Garibaldi, 1979; Gunderson & Johnson, 1980; Hill & Hill, 1990; Johnson & Ahlgren, 1976). According to Storch (2002) and Gillies and Ashman (2003), the educator's primary duty is to motivate learners to actively engage in the development of interpersonal competencies in relation to the rebuild of the concepts. As students share, debate, and trade perspectives with others, CLA helps them discover current ideas. With suitable criticism from their peers, students enhance their knowledge and, as a result, get inspired and motivated (Graham, 2006; Oxford, 1997).

1.5 Attitudes

Gardner (1980) defined attitude from the angle of Likert (1932) as "an inference which is made on the basis of a complex of beliefs about the attitude object" (p. 9). Then, Gardner (1980) defined attitude as "the sum total of a man's intinctions and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specific topic" (p. 267).

In another sense, Ajzen (1988) replicates attitude e.g., “a disposition to respond favourably or unfavourably to an object, person, institution, or event” (p. 4). Similarly, Baker (1992) elucidates attitude as “a hypothetical construct used to explain the direction and persistence of human behaviour” (p. 10). In addition, Gardner (1985) anticipates attitude as an aspect of motivation in language learning procedure. Besides, Gardner further said, “motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language” (p. 10).

Allport (1935, 1967), Hilgard (1980), and Wenden (1991) gave a different and extensive description of attitude. They contended that attitudes had emotional, cognitive, and behavioural components. The affective part of attitude talks about how people feel about certain things, such as whether they like it or not, agree with it or disagree with it (Long et al., 2024). The cognitive element describes thoughts, judgments, and beliefs regarding a certain item.

Last but not the least; the behavioural component refers to people's behaviours and intentions regarding an item. On the contrary, McGuire (1969, p. 157) as cited in Oscamp (1977) suggests that these three factors are so intricately related, “that theorists who insist on distinguishing them should bear the burden of proving that the distinction is worthwhile" (p. 10). Likewise, Van Els et al. (1984) endorse that

> it does not really matter whether all or only one of the three components are measured; the relationship between the components is so close that sufficient information on an attitude can be obtained by measuring only one component, no matter which (p. 116).

Additionally, attitudes support language development and are related to language learning (Starks & Paltridge, 1996). According to Karahan (2007, p. 84), “positive language attitudes let learners have a positive orientation towards learning English”. As a result, attitudes may be vital to language acquisition since they have an impact on students' learning success or failure (Al-Tamimi & Shuib, 2009, p. 33).

Few investigators guaranteed and determined three aspects of attitude such as affective, cognitive, and behavioural (Hilgard, 1980; Rajecki, 1982; Wenden, 1991). These components of attitudes have a profound influence on learners' learning of English

(Allport, 1935; Hilgard, 1980; Wenden, 1991). Figure 1.2 shows the components of attitude.

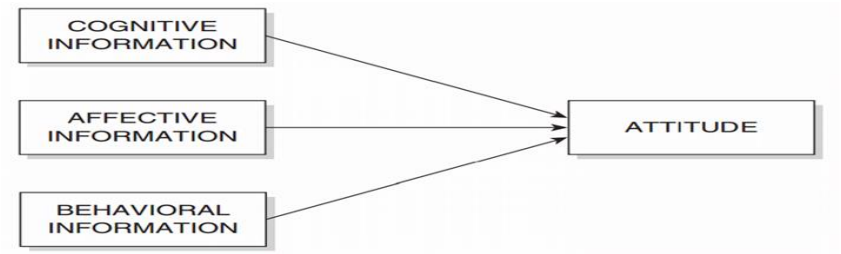


Figure 1.2: Components of Attitude (Hilgard, 1980)

The attitudes of students towards learning English are hypothesised in perplexed manners. Ajzen (1985, 2005) and Wesely (2012) distinguished that it has been challenging to understand students' attitudes due to their complexity, observability, and dynamic nature. Furthermore, different concepts that are equivalent have impacted how students' attitudes towards acquiring the English language are framed. These terms, which reflect the nature of linguistic attitudes, comprise views, perspectives, methods, thoughts, motivations, goals, and ideas (McKenzie, 2008). Baker (1992, p. 29) accepted the idea and suggested that numerous studies concerning L2 attitudes have been done and a few investigations are grouped under the general term "L2 attitudes," which is further broken into subsections: linguistic variability, dialect, and speech styles; attitudes toward the usage of a language system; attitudes toward learning a language; attitudes toward lessons of the English language; attitudes toward linguistic priorities; attitudes towards a particular language; and attitudes of family members toward learning English.

The current study, consisting of the attitudes of ESL undergraduates towards learning English, is based upon three aspects of attitudes. Thus, it can be argued that the current study has an extended scope and may have key implications for the public

university English language learners and teachers in Pakistan. Liking and disliking behaviour of a learner is promoted as an attitude towards learning English (Zhang, 2009). Attitudes of students are contemplated as “a summary evaluation of an object (English here) of thought” (Bohner & Wanke, 2002, p. 5). The two frequently used measuring procedures i.e., verbal guise technique and matched guise technique of students' attitudes towards learning English provide the greatest illustration of this conceptualization. After experiencing the comparable material delivered in two or several chosen varieties of English language, the presenters' temperaments are assessed by the students in each of these ways (McKenzie, 2008).

The variables employed to assess the speakers' personalities are often subdivided into the more general and frequently used subcategories such as solidarity and status. Examples of personality status traits include being intellectual, self-assured, right, and distinguished. Although solidarity has some other features, it also has characteristics like friendship, honesty, and familiarity. The assessment of students in English might introduce three various aspects of attitudes such as affective, cognitive, and behavioural, and the previously mentioned three aspects of attitudes are employed in this research (Baker, 1992; Sonda, 2011). Further, researchers from all over the world have demonstrated that assessing students' attitudes about learning English is crucial for directing efforts to increase their chances of succeeding in language learning (Abidin et al., 2012; Al-Noursi, 2013; Tahaineh & Daana, 2013).

Attitudes play crucial as well as important roles and most of the psychological and social phenomena are the outcome of the attitudes of students that emerge through learning a language (Gardner, 2014). Furthermore, in the preliminary period, numerous investigators such as Gardner and Lambert (1972), Gardner (1985, 2014), and McKenzie

(2008) put emphasis on attitudes' impact on the linguistic behaviours of students. In addition, attitudes help students to extend, organise, and increase proficiency through learning English (Graddol, 2010; Jenkins, 2009; Sonda, 2011). The attitudes of Pakistani and foreign learners are inclined towards English culture and values. Therefore, different researchers explored the attitudes of students in a few countries, like Flaitz (1993) in France, McKenzie (2010) in Japan, Bernaisch (2012) and Bernaisch and Koch (2016) in Sri Lanka. However, there is a downside to this story. Saraceni (2010), Jenkins (2003), and Sharifian (2009) highlighted that English is increasingly getting fame around the world; therefore, its role is crucial in learning due to its new varieties beyond the inner circle.

This shows the need for more research studies about the attitudes of students towards learning English. English language attitudes still require further research because curriculum developers, educators, and learners can get more information from this kind of work in an ESL context. Instead of depending solely on the way merely teachers investigate these issues, learners can also acquire an accurate picture of what goes on within their minds, worries, causes of anxiety/fear, and inclinations towards the understanding of attitudes towards learning English.

1.6 Significance of Research

The present research aims to contribute theoretically, contextually, and pedagogically to the existing field of CLA in ESL context.

The research being conducted will integrate the attitudes of ESL undergraduates towards learning English, views, and challenges in CLA with sociocultural theory in learning English. Sociocultural theory operates on the premise of examining each person within a distinct context in relation to their contacts with society and culture (Lantolf, 2023). Therefore, interacting with others is essential for ESL undergraduates to enhance

their intellectual, communicative, and interpersonal abilities (Qureshi et al., 2021). This research will examine ESL undergraduates'' attitudes towards learning English, views, and challenges in CLA and their teachers' perspectives in learning English. Future scholars will be able to comprehend the attitudes towards learning English, views, and challenges in CLA and their teachers' perspectives in learning English in ESL context from various angles because they will benefit from the recent investigation's combination of various perspectives.

The present investigation aims to address the research gaps regarding the attitudes towards learning English, views, and challenges in CLA in learning English in Pakistani ESL settings. The past research work encompassed various EFL (Al-Ahdal & Alharbi, 2021; Eshghinejad, 2016) and ESL countries (Anwar et al. 2022; Kyaw, 2019; Lee & Osman, 2021), therefore, the research in Pakistani ESL context on undergraduates' attitudes towards learning English, views, and challenges in CLA in learning English is still a dream on its early stage.

From a pedagogical perspective, the current work will benefit Pakistani ESL learning environment. Pakistani HEC on the suggestions of different stakeholders i.e., policymakers, educationists, textbook boards etc. has focused on utilising innovative teaching and learning approaches with the goal of improving interpersonal, communicative, cognitive, and authentic skills of ESL undergraduates (Afni, 2022). This research will provide educators, curriculum developers, and interested parties with insights into CLA and the elements that enhance or hinder undergraduates' learning in Pakistani ESL classes. In addition, it will make it possible for ESL instructors to strategically design their classes to foster the development of World English in ESL undergraduates. Likewise, it will assist instructional designers in adapting the curricula to align with contemporary

sociocultural practices that seek to promote collaborative, interpersonal, communicative, and cognitive skills of ESL undergraduates.

1.7 Scope of study

The scope of this study encompasses a comprehensive investigation into the attitudes of ESL undergraduates towards learning English within the context of CLA in Pakistani public universities. It will explore the students' perceptions, views, and challenges related to CLA, as well as examine the perspectives of their teachers on the use of collaborative methods in English language learning. Drawing on sociocultural theory, the research will analyze how social interaction influence the language learning experiences of ESL students (Lantolf, 2023; Qureshi et al., 2021). The study aims to fill the gap in existing literature on the role of CLA in Pakistani ESL settings, where research has been limited, particularly at the undergraduate level (Al-Ahdal & Alharbi, 2021; Anwar et al., 2022). Additionally, it seeks to provide pedagogical insights for educators, curriculum developers, and policymakers by offering recommendations on how CLA can be effectively integrated into the ESL curriculum to enhance communicative, cognitive, and interpersonal skills. By addressing both student and teacher perspectives, this research aims to contribute to the development of more effective and contextually relevant language teaching practices in Pakistan.

1.8 Theoretical Rationale

The present study is grounded in the theoretical structure of sociocultural theory, as proposed by Vygotsky (1978). The study conducted by Vygotsky encompassed the fields of Psychology, Education, and English language teaching and learning. The fundamental emphasis of the sociocultural theory lies in the realm of Zone of Proximal Development (ZPD), More knowledgeable Others (MKOs), mediation, and interaction. It further deals

with higher-level cognitive processes, encompassing cognitive activities such as meaningful construction, critical thinking, logically figuring out solutions, and voluntarily paying attention (Ohta, 2024). Vygotsky (1978) posits the learning process (ZPD) takes place through negotiation (mediation), which refers to an interpersonal occurrence involving the student's contact either with classmates or teachers (MKOs) and the surrounding environment (interaction). Individuals engage in the process of constructing knowledge in a manner that holds personal significance, resulting in the distinctiveness of each student's ability to solve issues (Lantolf, 2023).

Sociocultural theory emerged as a framework for understanding cultural backgrounds, mental processes, and the evolution of language. Subsequent scholars expanded the theory of L2 acquisition by relying on two primary assumptions (Ohta, 2024). ESL learning is a complex and sophisticated operation that is facilitated by a variety of culturally and socially produced artefacts. Furthermore, ESL learning necessitates a complex web of interconnections among the individual, the subject matter, and the broader community. Furthermore, such presumptions encompass the belief that language learning in the classroom must be linked to practical scenarios (Le et al., 2024). Le et al. agreed that ESL learning occurs in everyday life situations. Interactions occurring within both physical and interpersonal settings provide opportunities for the development of a learner's cognitive abilities.

1.9 Operational Definitions of Key Terms

1.9.1 Attitudes

In the current work, attitude deals with the cognitive, affective, and behavioural aspects of ESL undergraduates towards learning English (Allport, 1935; Gul et al., 2022; Hilgard, 1980; Wenden, 1991).

1.9.2 Views

In the current research, the term views deal with ESL undergraduates' perspectives, ideas, perceptions, and thinking about CLA in learning English.

1.9.3 Collaborative Learning Approach

CLA is a pedagogical approach in which students work together with other students in small groups to learn and perform different activities to solve the problems, achieve the objectives, and complete the tasks in learning English (Johnson & Johnson, 2017).

1.10 Structure of Thesis

The scheme of the present thesis contains six chapters as per the nature of the study as follows: Chapter 1 is entitled as background of the study which explained the introduction, problem statement, research aim, research objectives, research questions, CLA, attitudes, significance of research, scope of research, operational definitions of the key terms, thesis structure and summary. Chapter 2 provides the related literature review of the present study. Then it explains major language learning theory, theoretical framework for CLA, Zone of proximal development, pedagogical approaches, educational advantages of CLA, social advantages of CLA, fundamentals of CLA, CLA in ESL classrooms, past research on attitudes and CLA, and chapter summary. Chapter 3 starts with an overview of the present study and introduction in terms of research aim and research questions. This chapter provides information about research objectives, research questions, research design, development and validation of questionnaires, research framework, reseach context and participants, sampling technique, sample size, ethical considerations, data collection procedure, data analysis, construct levels for the interpretation of the results and demographic information of Pakistani ESL undergraduates nad teachers. This chapter

concludes with a summary of the chapter. Chapter 4 consists of data collection using quantitative survey-based research methodology. Further, questionnaires were applied to collect quantitative data to examine the extent to which Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in the CLA match their teachers' perspectives. In the end, the collected data through questionnaires is analysed through descriptive and inferential statistics in the form of mean, standard deviation, and Pearson correlation. Chapter 5 includes findings and discussions keeping in mind the main research aim, and questions one by one. Other research works are discussed here to find out whether the results of other studies are compared to the finding of this research. Chapter 6 includes research implications, contributions, limitations, recommendations, and conclusion.

1.11 Chapter Summary

This introductory chapter provides a brief background of the current study. Further, it includes problem statement, research aim, research objectives, research questions, CLA, attitudes, significance, scope, operational definitions of the key terms and structure of thesis.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview

The researcher conducted the relevant literature to provide a theoretical framework for CLA as an emerging pedagogical approach to develop English language of ESL undergraduates in public sector universities. The main motive of the chapter was to provide a glimpse of existing literature on CLA for the comprehension of the views and comments of the past researchers. Moreover, this section provided the base for the current research based on examined analyses and findings of the past research. The initial part consisted of research philosophy with Constructvism, theoretical framework for CLA, ZPD, fundamental elements of CLA, prominent features of CLA, review of the past empirical research studies on attitudes and CLA, and the chapter summary.

2.2 Constructivism

Constructivism places a high value on the process of idea construction, arguing that understanding is not solely derived from external information but additionally requires internalisation (Mitchell et al., 2019; Schunk, 2014). Encounters have a vital role in facilitating learners to acquire information within an engaged and well-organized learning setting. Educational activities should be intentionally crafted to challenge individuals' cognitive processes, enabling them to generate novel information that is grounded in both the societal and physical surroundings in which they are located (Vygotsky, 1978). Muijs and Reynolds (2011) state that fundamentalists have proposed several strategies that can be employed in a sociocultural classroom. The strategies encompass demonstrating (which demonstrates how to tackle a difficult assignment), scaffolding (providing encouragement

for learners and instructors, in addition to fostering peer aid), mentoring (guiding pupils via resolving issues), expression (aiding pupils in expressing their notions), reflection (facilitating pupils' analysis of their operations), working together (encouraging teamwork among pupils), investigating (discussing new areas of knowledge), and problem-solving exercises (resolving encountered difficulties). The constructivist model emphasises the fact that information is actively constructed by individuals instead of passively transmitted by instructors.

Additionally, there are different viewpoints on the way people acquire knowledge through interactions with others, including the interpretation of the outside world, the formation of conceptual thoughts, and the connections between individuals and their surroundings (Schunk, 1991, p. 234). Pupils are involved in their communities by exchanging, debating, and modifying details about which fosters an atmosphere of devotion and affiliation (Mitchell et al., 2019; Schunk, 2014). Thus, shared experiences with others may be used to develop learner's identities and values.

Learners' personalities and beliefs can therefore be created with the help of interactions with people from other cultures (Wenger, 1998, 2011). Because of the flaws and weak points of behaviourism and cognitivism, Vygotsky (1978) proposed that sociocultural theory emphasises the sociocultural components of human cognitive development. While both physiological and interpersonal components have a significant effect on mental development, further Vygotsky argues that these effects are processed via an individual's cultural and social environment. Marxism had a major impact on Vygotsky's perspective to comprehending an individual's mental development, and it is asserted that Marx's psychology served as Vygotsky's theoretical foundation (Le, 2022). Vygotsky believed like Marx that people cannot be removed from their unique social

contexts. Additionally, the ecological and social axes of evolution, respectively, regulate human growth most significantly. The social and cultural development results from the social systems that exist all around human beings, whilst the actual growth originates well within the person (Xu & Zhang, 2019). Therefore, its evolution is variable and ever-changing instead of static or predefined. Marx and Vygotsky both agreed that measures that aid in human progress are important. Marx views these resources as being of a sociological nature, but Vygotsky views them as cognitive measures such as languages that facilitate psychological development (Muijs & Reynolds, 2011).

It is obvious that this essential connection between humans and social growth is what inspired Vygotsky to assert that human evolution comes out as the result of a proactive interaction between a person and the dominant social and cultural influences (Muijs & Reynolds, 2017). As a result, Vygotsky, unlike the rest of the psychologists under this era, was successful in creating a theory that links communal and cognitive processes and explains the fundamental principles that govern human socialisation and evolution. Vygotsky was able to make three primary statements about human evolution within the domain of sociocultural approach depending on socialising mechanism such as social and cognitive processes are profoundly driven by cultural instruments i.e., social influences lead to greater cognitive processing in individuals; and working inside ZPD improves students' learning capacity to comprehend a language (Gibbons, 2017).

Davydor and Kerr (1995) asserted that the discipline of English language learning was changed by Vygotsky's perspective of human social and pedagogical development. When Vygotsky stated that "specific functions are not given to a person at birth but are only provided as cultural and social patterns" (p. 18). According to Vygotsky, cognitive mechanisms are "being much more specific to the culture in which the child was reared"

(Vasta et al., 1995, p. 36). In addition to that, an individual's development begins at a tender and earliest age when a baby is dependent either on adult caregivers or parents. The growing person is dependent on the immense repository of other people's imparted expertise (Muijs & Reynolds, 2011).

Vygotsky as a founder of sociocultural theory claims that social interaction helps individuals to create and construct their cognition (Schunk, 2014). Vygotsky (1978) argues that individuals can interchange their thoughts and organise them to achieve their desired mutual educational objectives to solve the problems in the CLA environment. Moreover, Vygotsky believed that learning takes place as the outcome of discussion and exchanging of information through social interaction among group members. Furthermore, Vygotsky observed that his learners did not achieve satisfactory results when completing assignments separately, as opposed to participating in a collaborative setting (Narayan et al., 2013).

Additionally, Vygotsky placed foremost importance on social circumstances and society as crucial factors in the cognitive development that occur within a group setting. Cognitive instruments are furnished by cultural input through its historical and linguistic aspects (Narayan et al., 2013), whereas social environment encompasses the arrangement of collective processes and methods that influence people' engagement in how they think. According to Schunk (2014), mental shift occurs when individuals utilise cultural assets during interactions with others and absorb to adapt these encounters.

There are two levels which are associated with individuals in terms of cultural development i.e., inter-psychological (individuals' social levels) and intra-psychological (individuals' internal levels) (Vygotsky, 1978). Dillenbourg et al. (1996) titled it as "genetic law of cultural development" (p. 5). Moreover, the concept of internalisation presents the connection between social and inner planes of individuals. Therefore,

interaction with others is known as social speech; talking to oneself is known as inner speech to think and reflect. Meanwhile, the idea of self-regulation is the outcome of inner speech. Therefore, Piaget and Vygotsky emphasised on the role of activity as the basic ideology for learning. The individuals do not sit silent, passive, and idle when they learn. They work as active members and construct their thoughts to gain the understanding of the various kinds of knowledge with the help of social interaction.

Vygotsky created the idea of ZPD to illustrate the process of gaining skills. ZPD signifies the gap between a person's present level of ability and their potential stage of development. This gap is bridged through support from MKOs. This approach is effective only when there are interpersonal agreements and pupils benefit from the advice of their peers and experienced instructors. These mentors can help them resolve issues, carry out assignments, and accomplish what they want. The scenario in question pertains to the concept of scaffolding, which denotes the connection between persons (Tran & Lewis, 2012).

Svalberg (2012) further added that Scaffolding indicates exchanging of ideas among individuals regarding language learning tasks in which the chances of learning may increase in the result of discussing and scaffolding in diverse groups. Students learn effectively with the help of interacting with those skilled seniors that explain information and ideas to them in a straightforward way so that they can act better and perform well in learning activities to flourish their skills in practical life.

Powell and Kalina (2009) concentrate on the positive situations to create effective scaffolding in which the students want to learn, and skilled or MKOs students and teachers express their willingness to support their learning. Thus, if a student declines participation in an activity, it indicates that the process of effective scaffolding has failed. In other

words, when MKOs or senior peers refuse to assist weaker learners during discussions or fail to encourage them to engage in learning activities, the learning process is disrupted. Therefore, it is the responsibility of skilled MKOs to create opportunities for individuals to share their ideas about topics in a fearless environment (Van-de-Pol et al., 2012).

Piaget and Vygotsky have similar point of views because they give preference to the social context and interactions to develop thinking patterns and ideas. Keeping in mind the previous discussion, learners should play active roles to enhance their understanding, ideas, and academic skills rather than sitting passive and acting as rote learners (Le, 2022). Individuals can create meanings and thoughts and process their thinking skills with the help of interaction, discussion, explanation, negotiation, and knowledge in their own learning environment (Laal, 2013).

The viewpoints of Piaget and Vygotsky have some logical differences that cannot be concealed at all. First, Vygotsky addresses social learning that is based on cultural interaction while Piaget addresses developmental learning which is based on the development of individuals and its connection with their learning (Muijs & Reynolds, 2011). For instance, Piaget has the point of view that cognitive development of the individuals takes place before social interaction while Vygotsky explains that social learning is the base that takes place before cognitive development (Narayan et al., 2013).

Second, Le et al. (2021) represent the viewpoint of Vygotsky that when individuals in a group converse, contribute, and perceive justifications, those who are weak individuals only get benefits in terms of discussing ideas through interactions with MKOs. The expert individuals already have mastery of the material; therefore, they are unable to get benefits from the discussions among the learners. In addition to the fact, Piaget thinks that group work enables students to get good opportunities to learn and develop relations for mutual

and equal interest. Hence, group discussion in CLA is fruitful for all students because they provide and perceive justifications about the facts in activities of learning in their own contexts.

Theorists and researchers used to criticise theories of Piaget and Vygotsky. Blatchford et al. (2007) elucidate that both theories are based upon cognitive development and considered inadequate for non-cognitive results of group work in the form of social relationships and self-esteem. Therefore, both theories are providing insufficient potential for CLA. Moreover, empirical studies may illustrate the non-cognitive perspectives of CLA (Law, 2008; Moreno, 2009) and sometimes these studies identify the benefits of competition among the groups of learners.

The above-mentioned information regarding three unique perspectives of general theories drives the notions of learning from the discipline of Psychology to English language learning in a couple of decades to improve students' learning. As CLA relies on sociocultural theory and enable ESL undergraduates to improve confidence, lessen fear and anxiety, promote interaction and relationship, participate actively, and encourage holistic environment. Therefore, this research would build an understanding of sociocultural theory to comprehend the prominent features of CLA to investigate the research aim.

2.2.1 Zone of Proximal Development

One of the most dominant concepts of sociocultural theory is ZPD, which is explained in the best way through a diagram by Van Lier (1996) in Figure 2.1.

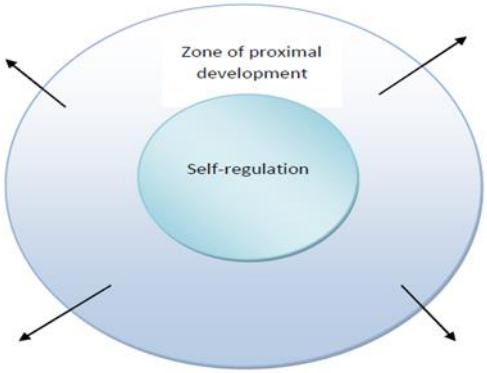


Figure 2.1: Description of ZPD (Van Lier, 1996)

In the figure mentioned above, there is an important term used as self-regulation, in the circle, it refers to the people's ability of knowledge or skill to do work confidently without the help of others. The space beyond the circle of self-regulation is called the ZPD, where individuals need assistance and collaboration from MKOs to develop knowledge or skills. Furthermore, anything outside the ZPD is regarded as being beyond the children's reach. Self-regulation depends upon the scope of inter-mental as well as the intra-mental plane respectively in which young children acquire and practise full grip on behaviours (Lantolf & Appel, 1994).

Kessler (2003) expressed that learning is a kind of collaborative practice in which discussion among grown-ups and teenagers shows a significant part to make children able for the solution of problems. In educational perspective, it extends the role of learner under the supervision of an expert or teacher to perform a task. Vygotsky (1978) also worked on children's cognitive development through solving standardised issues. After two, students aged eight years supported each other, one student out of two had solved the problem which was decided to analyse by a twelve-year-old student and the other one had just solved the problem which was arranged for the nine years old student. So, 04 was the zone

of the first student whose actual age was eight, but he performed and analysed the activity of a twelve-year-old student but the zone of the second child was merely 01. The ability to solve problems since differences in the mental ages of students is called ZPD. As analysed by some other researchers, “this new approach described itself as a socio-constructivist approach; it enhanced the role of interactions with others rather than actions themselves” (Dillenbourg et al., 1996, p. 3) and CLA is based on this perspective.

2.3 Theoretical Framework of Collaborative Learning Approach

In the start of the year of 1970s, the Russian researcher as well as psychologist, Vygotsky (1978) emphasised on the significance of integration, cooperation, support, activation, inter-dependency, recycling or reproduction, scaffolding, and development of knowledge. His work influenced English countries in 1962. Vygotsky’s sociocultural theory provided a theoretical perspective and framework to CLA in the form of small groups (Şener & Mede, 2023). Vygotsky argued that children could not perform learning individually. They seek some support through interactions from senior peers or experts to learn and perform effectively or in other words scaffold them effectively. Scaffolding is demarcated like;

> A metaphor for a structure that is put in place to help learners reach their goals and is removed bit by bit as it is no longer needed, much like a physical scaffold is placed around a building that is under construction and removed as the building nears completion (Dennen, 2004, p. 815).

Most of the researchers in the 1970s depended upon the two pivotal perspectives such as social interaction and inner voice (Rick et al., 2023). Both aspects emphasise the development of learning English. Vygotsky anticipated that it is the duty of the

professional teachers to repeat knowledge with the help of social interactions to construct thought (Yang, 2023). Vygotsky's theory titled as sociocultural theory is considered the base for CLA because "it analyses how we are embedded with one another in a social world" (Kessler, 2003, p. 56). The basic tenet known as ZPD of sociocultural theory proposed by Vygotsky is the foundation of CLA (Pan & Wu, 2013; Stewart, 2021). Students must cooperate and support one another to accomplish specific and doable learning objectives. There is more to it than merely putting the learners in groups and giving them work (Macpherson, 2015; Matee et al., 2023). CLA calls for the participation of the students as well as their reliance on one another in connection to the objectives, duties, and incentive schemes of the classroom (Bozkurt & Aydin, 2023; Peterson & Miller, 2004). ZPD truly focuses and supports the basic and important essential elements that help learners in groups to achieve their targeted goals (Lee & Yang, 2023). These significant elements are as follows; i) Positive Interdependence that deals with the philosophy of sink or swim together or a student's accomplishment is determined by the achievements of other students, ii) Individual and group accountability which believes in the promotion of each other's success without hitchhiking and social loafing or each group member is answerable for his/her efforts and responsible for other group members too, iii) Group processing that claims about asking what has been a success and what can be improved or a setting where students can build their group dynamics, iv) Social and interpersonal skills put essence of asking questions for clarification from group members or students have the chance to interact with one another and share their thoughts with the class, and v) Face to face promotive interaction promotes the success of all members in a group or each group member is urged to collaborate via conflict resolving, enabling, and motivating each other (Ahmed Abdel-Al Ibrahim et al., 2023).

ZPD has two levels of development: first level is the actual development which deals with the ability of students to perform something individually and the second level is the potential development that deals with the student's ability to perform an activity with the support of senior or expert class fellow or teacher (Anwar et al., 2022; Bozkurt & Aydin, 2023; De-Guerrero & Villamil, 2000). The social and the psychological planes both play a positive role in the development of a child (Vygotsky, 1978). It is disclosed that;

> All higher mental abilities appear twice in the life of the individual: first on the inter-mental plane in which the process is distributed between the individual and some other person(s) and/or cultural artifacts, and later on the intra-mental plane in which the capacity is carried out by the individual acting via psychological mediation (Lantolf, 2000, p. 17).

There is a significant difference in intra-mental and inter-mental planes. The intra-mental plane is the psychological instrument which deals with the inner state of a person and the inter-mental plane is a functional instrument for communication between/among others. The social level is called the inter-mental plane whereas the psychological level is called the intra-mental plane (Lantolf, 2000).

ZPD, scaffolding, and the inner voice are the basic three concepts for the development of learning English (Ahmad & Dogar, 2023). Weak individuals or the students who need more help through ZPD can better scaffold, construct, and bring creativity in themselves with the cooperation of advanced individuals (Guzdial & Carroll, 2023). Zabolotna et al. (2023) affirm that there is a link between the concepts of scaffolding and ZPD that were first used by Vygotsky in lieu of the perception of adults for the presentation of cultural meanings to the children.

The word scaffolding was introduced in the field of education by Bruner (1978, as cited in Sinclar et al., 2013) and after that it became popular in the discipline of English language learning (De-Guerrero & Villamil, 2000). Bruner (1978) described scaffolding as a metaphorical term that attributes the role of efforts by mother to make her baby able to converse with others. The basic features of scaffolding which were used by mothers are; the reduction of complexity in the assignment, improvement in the concentration of children, collaboration with children, and extra models are presented (De-Guerrero & Villamil, 2000; Troussas et al., 2023).

2.4 Communicative Language Teaching and Collaborative Learning Approach

The integration of CLT and CLA forms a robust foundation for language learning, particularly in ESL settings. CLT emphasizes communicative competence, focusing not just on grammatical accuracy but also on the practical use of language in social contexts. In CLT, the teacher's role shifts from a traditional lecturer to a facilitator, encouraging active student participation and interaction (Ahmad & Dogar, 2023). This participatory approach, which prioritizes communication over formal instruction, mirrors the collaborative processes central to CLA, where learners engage in group-based tasks designed to foster mutual support and responsibility (Johnson & Johnson, 2017). Both frameworks value the interpersonal exchange of ideas, with CLT focusing on fluency and functionality in communication, while CLA ensures that students are actively involved in their learning process, reinforcing the concept of positive interdependence (Davidson & Major, 2014).

The synergy between CLT and CLA is further strengthened by Vygotsky's ZPD, which provides a theoretical basis for peer collaboration in language learning. In a collaborative setting, students with varying levels of competence work together, with more knowledgeable peers guiding those with less proficiency, thus promoting individual and

collective growth (Vygotsky, 1978). This dynamic mirrors the principles of CLT, where learners are encouraged to engage in authentic communication tasks that require negotiation of meaning and real-time problem-solving, thereby enhancing their strategic and sociolinguistic competences (Slavin, 2011, 2015). By focusing on the development of both language skills and social interaction skills (e.g., social skills, group processing), both CLT and CLA contribute to a deeper, more holistic understanding of language use, not only as a cognitive skill but as a social tool for interaction (Kagan & Kagan, 2015). Thus, the combination of CLT and CLA offers a comprehensive framework for ESL learning, emphasizing the interdependence of learners, the importance of peer support, and the role of the teacher as a guide in the CLA process.

2.5 Collaborative Learning Approach

CLA primarily focuses on learning English through working as teams in groups. CLA encompasses several types of group work such as the projects of small group works to the more specific form of group work which is known as cooperative learning (Ingleton et al., 2000; Nagata & Ronkowski, 1998). Further, both concepts deal with the concept of social learning and concentrate on a social learning approach to develop life and working skills (Davidson & Major, 2014). Both terms are often used interchangeably whereas cooperative learning is highly structured and supervised by instructors, but CLA is unstructured, and responsibility is given to the students (Davidson & Major, 2014; Ingleton et al., 2000; Nagata & Ronkowski, 1998). Furthermore, CLA at colleges and university levels is a kind of cooperative learning which students used to practise at primary level in schools.

In response to the individual's academic career, CLA starts working where cooperative learning stops. The key elements of CLA remain unchanged at college and

university levels. The emphasis also changes over time (Bruffee, 1999). Even though the expressions CLA and cooperative learning have frequently to be used to refer to teamwork, there are a few differences between the two that instructors should primarily understand (McWhaw et al., 2003; Oxford, 1997, 2015). Both CLA and cooperative learning place a strong focus on the value of active learning, which is fundamentally different compared to the more conventional teaching classroom in which learners merely absorb knowledge (Arshad, 2018; Panhwar et al., 2017). Right after the 1990s, instructors who use these approaches have highlighted the importance of students who take ownership of the learning process, teachers serving as facilitators, and the construction of learning environments where students may engage in small-group discussions and complete assignments (Matthews et al., 1995).

However, there are significant distinctions between them. Cooperative learning, as opposed to CLA, is thought to be more structured, more directive to teachers regarding classroom procedures, more directive to students regarding how to work together in groups, and more targeted, according to Oxford (1997, p. 443), who distinguishes between the two terms. Additionally, cooperative learning strategies are socially and psychologically designed to help students cooperate to accomplish shared objectives. However, CLA has more to do with the ideas and philosophies that support the formation of knowledge as a social construct than it does with specific methods (Flannery, 1994; Oxford, 1997). Oxford's perspective is supported by Panitz (1999), who notes that CLA is not merely a classroom strategy but also a way of life and an approach of engagement that promotes individual accountability for actions, integrating group work and compassion for one another's talents and skills. On the other side, cooperative learning is a collection of strategies that help students in a class communicate and collaborate with one another to

accomplish a group goal, which is typically related to a certain topic. Additionally, the teacher tends to have more control and direction over cooperative learning.

To distinguish between cooperative learning and CLA, Matthews et al. (1995) offer several real-world classroom scenarios. For instance, in CLA it is believed that learners already know and have these skills, which naturally enable them to achieve their goals, as opposed to cooperative learning classrooms where students must be instructed in small team interpersonal skills. A further illustration is that learners design and discuss their responsibilities in CLA, whereas cooperative learning sessions are designed with each group member having a specific role. Additionally, in CLA classrooms, the instructor, who merely assists them when requested, but in cooperative learning classroom contexts, the instructor watches, responds to, does not closely watch students, and gets involved in the cooperation as needed. Similarly, Clare (2015) also highlighted the similarities and differences between CLA and cooperative learning through Figure 2.2.

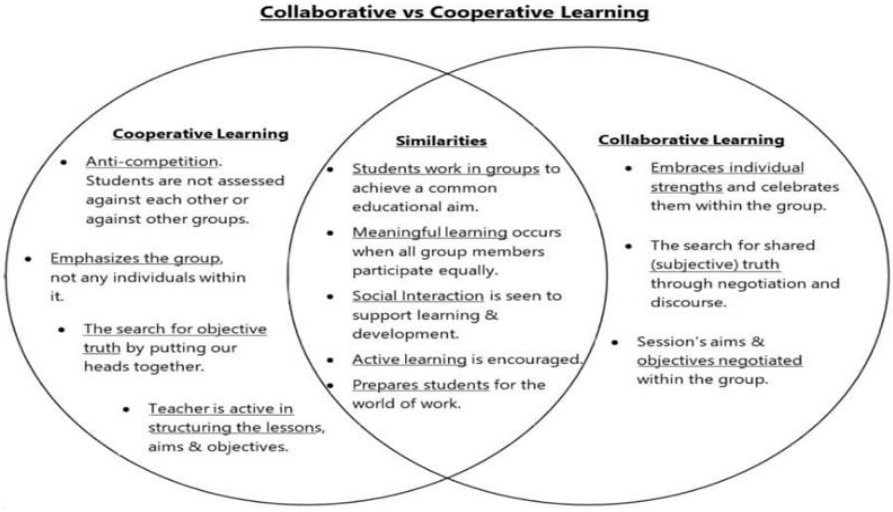


Figure 2.2: Difference between CLA and Cooperative Learning (Clare, 2015)

While asking students to collaborate is a common teaching technique in the United Kingdom, the latest evidence (Jolliffe, 2007, 2010) acknowledges that while this may indicate that students who work collaboratively in groups, cooperative learning must always be organised and connected to aforementioned factors (Jolliffe, 2011, 2015), such as Johnson and Johnson's (2014) five principles that can expedite its application. The focus of the current study is primarily on CLA in educational settings where traditional teaching and learning methods are still widely used by most of the educators in universities. Direct instruction has always been the preferred method of instruction in Pakistan. Teachers often impart knowledge and exert total control over the classroom, whilst learners are informed and therefore only permitted to engage in class if the instructor requests (Alhaidari, 2006). Nevertheless, the formation and methods of CLA appear to be a better and more suitable option for Pakistani context than those used for cooperative learning because teachers can support students in gradually transitioning from a conventional teaching style to a contemporary style of learning through effective collaboration and coordination. Though CLA is student-centred, the instructor still has influence over the student learning environment. CLA has several fundamental elements that provide holistic learning for students in various contexts (Haq & Sadat, 2024).

2.5.1 Fundamentals of CLA

CLA is neither simply sharing ideas in small groups while sitting remarkably close to each other nor it allows a single student to work for the rest of the group members to put his name on the resulting task (Johnson & Johnson, 1987). Collaboration is the process of exchanging information and sources with other members of a team along with various efficient CLA's perspectives and elements (Graham, 2005). This section elucidates several

distinguished varieties of CLA as being the part of the present research. It is the right of teachers to supervise the five fundamentals of collaborative interactions (Smith & MacGregor, 1992). In the similar vein, Johnson and Johnson (2017) described five fundamentals of collaborative environment which are discussed further to understand its nature of learning.

2.4.1.1 Positive Interdependence

Failure of one student means the failure of all members of the group is the main agenda of positive interdependence in CLA. That is why all members play a positive role in the success (Johnson & Johnson, 1987, 1989, 1999, 2003, 2005, 2009, 2014). All members get success by depending on each other for sound learning. Positive interdependence and effectiveness of learning have strong connections in group activities. The role of CLA relies on useful and effective development in learning due the strong positive interdependence (Kagan & Kagan, 2015). The sense of responsibility is the best characteristic of positive interdependence because it makes students able to motivate and encourage on-going activity. Therefore, sometimes there is a need to create weak positive interdependence when the whole group is relying on one member for the success of a collaborative group (Kagan, 2013). The concept of individuality and social identity both are considered good for the improvement of the students with the help of positive interdependence (Johnson & Johnson, 1987; 2014). Further, it plays the role of foundation and a central figure in CLA (Graham, 2005). Positive interdependence secures the rights and responsibilities of all members of the groups for shared learning objectives with reference to making the environment more attractive and supportive to motivate for achieving educational goals (Kohonen, 1992; Nunan, 1992).

2.4.1.2 Individual and Group Accountability

The second significant element depended on the belief of Vygotsky (1978) as he said, “what a child can do with assistance today she will be able to do by herself tomorrow” (p. 87). Individual and group accountability highlights poor students in groups for support. The major purpose of individual and group accountability is to uplift and make poor students strong and confident while working together especially through emphasising all members of the team (Graham, 2005; Kagan & Kagan, 2009; Slavin, 2011, 2015). It also focuses on the work of all members to be accountable for their chunk of assignment. Each member of the group is responsible for his own work; he should not copy others’ work to be presented as his own. As Johnson (1991) stated, each member of the group would be examined and tested whatever they were assigned in the learning process. Sometimes a member is chosen from the entire group for checking the learning process and some other time group members are assigned the task of teaching whatever they had learned from discussion with team members. So, these are some of the structures of individual and group accountability (Johnson & Johnson, 2014; Slavin, 2011)

2.4.1.3 Group Processing

It is also one of the crucial elements of CLA, which comprises the sessions to analyse whether the doings of the members are useful or required some modifications in learning or not (Johnson & Johnson, 2008). It is essential in a sense as it assesses and upholds students’ social skills, and it becomes the reason for perceiving the feedback in practice sessions. Through group processing, the teachers play a pivotal part in helping students to complete collaborative activities within groups (Johnson & Johnson, 2014). The learners’ observations are considered fruitful for the comprehension of all the forms, ideas, techniques, strategies, and the aspects of CLA (Graham, 2005).

2.4.1.4 Social and Interpersonal Skills

The opposite usage of social and interpersonal skills is marked as a principal element for effective CLA. The effective learning is the outcome of the excellent communication and trustworthy support of the students inter activities (Johnson et al., 2010; Gillies & Boyle, 2010). Social and interpersonal skills are the best way to solve the conflicts and issues for the improvement of learning (Johnson & Johnson, 1991, 2014). Therefore, without good interpersonal skills, CLA cannot perform its function in the proper way. It is the duty of the teachers to explain the social skills to the students, which are compulsory for CLA groups to build various important skills like decision-making, management, leadership, and trust building (Johnson & Johnson, 1989, 1999, 2003, 2009). The best achievement of the group of CLA is totally depending on the feedback through the skills of social collaborators (Graham, 2005).

2.4.1.5 Face-to-Face Promotive Interaction

The concept of positive interdependence promoted the element of face-to-face promotive interaction. Face-to-face promotive interaction depends on the efforts of the students with special reference to the encouragement, facilitation, and cooperation with each other (Gillies & Khan, 2008; Johnson & Johnson, 1987; 2014; Kagan & Kagan, 2015; 2013). Face-to-face promotive interaction happens because of individuals who “encourage and facilitate each other’s efforts to accomplish the group’s goals” (Johnson & Johnson, 2014, p. 71). There are some sound effects on each member of the learning team under CLA environment (Johnson & Johnson, 1987, 2014). Further, CLA assists fellows to help for the sharing of material and information with rest of the members, provide feedback for the improvement in the performance of fellows, improve the decision making of the

students on the basis of challenging the summary or conclusion, boost the students for the strong motivation, and lessen the capacity of stress and anxiety (Sedhu et al., 2015).

2.5 Prominent Features of CLA

CLA uses teams of students to do the assigned tasks. It encourages group members to share their knowledge. The learners become more eager to study as a result. It reduces fear and anxiety of students in the examination and testing system. It produces fruitful learning outcomes. It helps the students to grow their capacity for high order thinking skills. Even ordinary students are encouraged to engage in the exercises in a CLA learning environment. It encourages students to collaborate with their group members. It fosters positive relationships among group members. It cultivates a favourable attitude among the students towards their instructors. It encourages students to practise self-management. It encourages students towards those strategies that centre learning activities in English classrooms. It aids group members in improving their oral communication abilities. It develops the habit of active engagement among the group members. It helps the students cultivate problem-solving skills. It supports students' self-learning. It promotes the growth of social connections among students. It enables students to study effectively. It turns complex and challenging activities into simple and understandable activities. It encourages teamwork among the groups. It increases students' motivation. It supports students in controlling their anxiousness. Learning communities are the product of CLA in English classrooms. It promotes the approach of active learning. It improves memory capacity in students. It cuts down on how long it takes to complete a task. It encourages students to clarify their thoughts via conversations and arguments. It helps students build their leadership skills. It improves reasonable thought. It thoroughly prepares the students to perform the tasks. It fosters a positive attitude towards learning English. It motivates

students to complete assignments by providing appropriate motivation. It cultivates a team-based approach to problem resolution while upholding individual responsibility. It helps learners improve their capacity for self-management. It improves students' cognitive abilities and clear-headed reasoning. It encourages more participation in class. It improves students' practical knowledge. It encourages teachers to adopt a positive outlook towards their students.

Since CLA is advantageous for English language learners in a few ways, English learners are encouraged to get fruitful benefits from this approach in their usual English classrooms and encourage their fellows to take part actively in collaborative assignments. All these prominent features are further divided into two separate ways such as educational and social advantages of CLA that are stated below in detail.

2.5.1 Educational Advantages of CLA

CLA has a number of educational advantages and benefits that no one ever try to refute them in the existing era such as face to face promotive interaction and comprehension of the content, problem solving and critical thinking skills, increased academic, improved educational performance, class behaviour and task completion on time, retention, improved learner motivation, and autonomy of learners and opportunities (Kagan & Kagan, 2015; Palmer et al., 2017; Sharan, 2010)

2.5.1.1 Comprehension of Content

Rao (2013) asserts that the ability for student involvement sets CLA techniques distinct from other teaching strategies. Interaction is seen as a way of teaching that relies on greater participation and conversation among learners in the class and enables them to benefit from one another (Idowu, 2013; Lee & Yang, 2023). Students can improve from

one another because they debate and have conversation well about the topic, therefore interaction between learners when they are executing activities is extremely likely to help encourage improved accomplishment (Gillies & Khan, 2008). Better grasp of the topic and the ability of learners to engage cognitively with ideas and concepts as well as the capacity to evaluate them critically are the results of improved success fostered through interaction. However, studies about how CLA might enhance topic comprehension should also consider how supportive interaction and positive interdependence stimulate the growth of individuals' mental skills and teamwork to achieve shared objectives. Johnson and Johnson (2008) list the following as the traits of face-to-face promotive interaction:

> Providing mutual help and assistance, exchanging needed resources, giving accurate mutual feedback, challenging each other's conclusions, advocating effort to achieve, engaging in mutual influence, engaging in trusting and trustworthy behaviour, being motivated for mutual benefit, having a moderate level of arousal, engaging in more accurate perspective taking, exploring different points of view (p. 20).

The idea of face-to-face promotive interaction is consistent with Vygotsky's (1978) theory that knowledge is socially constructed through peer interactions that lead to the involvement and participation of students in learning English. Face-to-face promotive interaction can be essential for executing CLA strategies in English classrooms (Slavin et al., 2003). Tsay and Brady (2010) conducted research on 24 learners, taking a communication course of research in an American university, were the subjects of investigation of the relationships between CLA and educational success. According to the Tsay and Brady, participants in team activities who played an active role "helping to accomplish the group goals, coming to class prepared, providing constructive feedback and cooperating with the team" (p. 85) not only outperformed with their peers, but they also

had higher individual test scores and more favourable course evaluations. Higher marks are indeed a sign that learners have responded with the material even though they do not automatically imply that they have a superior knowledge of it. The findings seem to suggest that the effectiveness of team interactions affected how CLA affected learners. Achieving high marks was positively correlated with learners' perspectives of increased complex interactions, which were related to intrinsic motivation, self-respect, and optimistic attitudes.

Because learners can access from one another when they talk and have conversations about the subject matter, interaction among students while they are working on tasks is quite likely to assist and promote improved accomplishment (Gillies & Khan, 2008). Students can develop their ability to analyse problems, clarify disparities, share content, and create new conceptions by interaction (Zang et al., 2021). Additionally, CLA is more successful as lectures in helping students to master conceptual underpinnings and cultivate collaborative abilities (Johnson & Johnson, 2009).

Additionally, Zakaria et al. (2013) investigated how CLA affected Pekanbaru, Indonesian secondary students' arithmetic aptitude. 61 from three apprentices who received traditional teaching methods and CLA in mathematics were selected as the study's sample. The individuals who were taught employing CLA mastered better material than students who received traditional teaching methods; the results support Johnson and Johnson's (2008) face-to-face promotive interaction.

CLA environments can lead to the development of skills and comprehension of the subject matter for a variety of reasons. Even though the research studies were conducted in various academic settings, the outcomes were surprisingly comparable. They appear to suggest that students might use specific methods to demonstrate and clarify content to one

another, synthesise and explain stuff, benefit from collaborating in various groups, assist one another in seeking out knowledge and filling in knowledge gaps, and offer feedback to the other group members (Johnson & Johnson, 2008). However, participation in a CLA setting does not always result in increased educational outcomes. Good interactions are influenced by a variety of other circumstances, and it is the responsibility of the teacher to put the intended CLA tactics and lessons into action for better learning results.

2.5.1.2 Critical Thinking Skills

Comprehension of the material is related to students' capacity for critical thought and cognitive engagement in the concepts and notions. Research on how CLA might enhance knowledge of the subjects being studied may indeed also consider how these interactions encourage the growth of individuals' abilities to think critically. According to Facione (1990), higher-order thinking is, the purposeful, self-regulatory judgment which results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgement is based (1990, p. 2).

This concept does not encourage memorization by rote learning technique, as the label explanation calls for the verbalization of critical thinkers' comprehension. There may be little room and few opportunities for reflection and discussion of students' misunderstandings or mistakes in a conventional lecture-based lesson (Sadeghi, 2012). However, in the CLA environment, students regularly elaborate on and explore their conceptual knowledge (Sadeghi, 2012). A high amount of debate among group members could encourage critical thinking in the students (Gillies, 2016). This has been seen in various online learning contexts in addition to the in-person studies. Havard et al. (2008) and Riley and Anderson (2006) assure that students' higher-order thinking abilities may

advance when individuals work in teams to solve issues, brainstorm solutions, and explore topics. Applying skill and expertise to achieve goals is what is referred to as problem solving technique (Slavin, 2014). The conventional teaching setting may deter students from engaging actively, and this type of learning setting is unlikely to foster problem-solving (Brown, 2007).

The improvement of problem-solving abilities, therefore, is quite likely to benefit from a CLA environment (Williams, 2012). Activities involving teamwork in a social situation could help students focus on integrating various bits of information that are crucial to solving an issue. Team members that try to tackle a problem from various perspectives may use various levels of thought. Additionally, issues direct the team's conversations toward the material covered in class (Goran & Braude, 2007). CLA improves higher-order thinking and problem-solving skills of the learners which are crucial for students to succeed academically, according to some studies (Gillies, 2019; Siegel, 2005).

2.5.1.3 Academic Performance

It needs to be accepted that there exist significant challenges in attempting to assess learners' comprehension of content, even though literature of CLA with empirical research discussed previously, seem to confirm the theory that face-to-face promotive interaction leads to better understanding of content and a higher level of critical thinking. Exams are still employed in most academic contexts to determine how often learners have learned, and testing results that reflect higher levels of understanding are frequently higher. According to several experts, students who participate in cooperative learning strategies may succeed at a greater level than students who work in more conventional ways (Tran, 2014; Zakaria et al., 2013).

Putnam (1998) backs up the idea that creativity and achievement are extremely likely to be increased when learners begin learning cooperatively than when they perform alone or compete by basing her research on Jonson and Johnson's five elements of CLA. This can occur in a variety of subject areas and grade levels (Slavin, 2011). Multiple research studies have been undertaken to make comparisons the efficacy of CLA in contrast to entire-class instruction. Aydin (2011) studied, over the period of a single educational year, the impact of CLA on forty-three primary school students enrolled in a science and technology application course in Türkiye. Putnam demonstrates that in four out of the five experimental classrooms, greater results were obtained, and he gives whole credit to CLA and the development of a supportive learning environment. In prior research, also done in Türkiye, Doymus (2007) studied 108 chemistry students in two courses and discovered that employing the cooperative jigsaw method improved the trial team's scores just on chemistry accomplishment test. The author makes the case that this resulted from the engaging classroom discussions that the students participated in.

Sarkhouh (2007) conducted research in Kuwait using the CL technique to look at how teaching mathematics affected intermediate-stage students' academic performance. The sample of the study included 101 students out of which forty six were males and fifty five were females who were randomly divided into two groups: the experimental group, which included forty eight students out of which twenty participants were males and twenty eight were females and used CLA and the control group, which included fifty three students by using a lecture-style teaching method in which twenty six were males and twenty seven were females. The results show that there are statistically significant variations in sixth-grade kids' maths achievement, which can be linked to an educational approach that favours children who worked in a collaborative way.

Another illustration of an empirical study that focuses on performance is Shaiban's (2009) investigation on the impact of employing CLA when teaching some social science concepts in Syria. Students in Lattakia City's fourth-grade basic education class participated in the experimental investigation. Ninety-six students, 50% from rural and 50% from urban regions, were included in the cohort. The outcomes also showed that the experimental group, which was utilising CL, outperformed the control group on average, according to the results. However, there were no variations in the experimental group's typical performance between both the rural and urban locations.

These studies compared overall academic performance of students who were either assigned CLA or standard instruction using learners' accomplishment metrics, which are typically exam or quiz scores. According to the findings of this research, students in the experimental groups who used CLA after the lesson scored much higher than students in the control groups who used the entire instruction. Other studies contend that there is not any visible difference in learners' performance between classrooms employing CLA and those using traditional methods, in contrast to the research listed above. Huddy (2012) performed a meta-analysis to investigate how well CLA affected student outcomes. This study looked at nineteen published studies that used experiments to look at how CLA compared to more traditional ones in terms of how well students performed. The results show that there are absolutely no differences in students' performance between groups that used CLA and those who worked in conventional classroom settings. This is consistent with the study done by Almufadda (2006) in Saudi Arabia where no proof was discovered. In contrast to the research described above, other studies contend that there is no performance-related data to support CLA over more conventional teaching approaches.

Many potential reasons stated in the research listed above represent one of the potential causes of the varied findings among them. Johnson and Johnson (2014) highlight that CLA is highly likely to fail and extremely damaging to students' accomplishment in the absence of the appropriate conditions to promote positive interdependence, individual and group accountability, and instruction of CLA. Slavin (2011) focuses on the significance of 2 different key components that must be part of any effective method of CLA to increase student performance: team incentives or goals and individual and group accountability.

2.5.1.4 Retention

One of the elements that could result in greater academic success is retention. McCauley and McClelland (2004) contend that during typical lectures, where notetaking is the primary activity and memorization of material is required, learning is only retained in the short-term memory. McCauley and McClelland's theory is supported by Berrett's (2012) assertion that such a delivery teaching method exists and “set[s] up a dynamic in which students passively receive information that they quickly forget after the test”. As opposed to conventional instructional practices, CLA encourages students to retain knowledge better (Bukunola & Idowu, 2012; Johnson & Johnson, 2009; Tran, 2014) within a full day.

The reason for the low proportion is because the teacher-centred approach does not encourage much student engagement or cognitive practice (Sousa, 2006). Nevertheless, other instructional strategies may result in greater effective learning. For example, strategies that enable students to participate in group meetings result in 50 per cent retention of the content, while those that enable them to rehearse the content by engaging in tasks result in 75 per cent retention.

According to Sousa (2006), strategies that enable learners to mentor other individuals result in an approximate information retention rate of 90 per cent. According to Moore (2008), other research works demonstrate that combining explaining and demonstrating could result in content retention of 65 per cent after 72 hours. Additional scientific findings (Bukunola & Idowu, 2012; Tran, 2014) appear to support the idea that individuals can retain extra information and skills in CLA contexts when they elaborate and explain their ideas more fully.

The knowledge retention rates of students who use a conventional teaching method and those who use CLA, however, have not been discovered to differ by certain research works. For instance, Hoxworth (1999) conducted research for comparing the retention rates of students who were taught using conventional learning techniques to those students who received instruction via CLA. Fifty-two days of teaching at a primary level in a rural neighbourhood of East Tennessee involved twenty-three fifth-grade learners. According to the findings, there was not a tangible difference between both the retention rates of students who were instructed in social studies through CLA and those who were instructed employing conventional teaching techniques. Hoxworth argues “time constraints” and “no prior whole class teaching experience” should organise no “conclusive evidence to the abandonment of CLA as an alternative to traditional instruction” (p. 29).

2.5.1.5 Learners’ Motivation

In academic settings, motivation refers to any mechanism that initiates and sustains learning behaviour of learners (Palmer, 2005, p. 1857). In other sense, students might try to make learning activities relevant for them and get the academic benefits. However, even without desire to learn, students would be unable to take part in class efficiently and seem to be likely to struggle to succeed in their academia. The goal of motivation literature has

always been to clarify the distinctions of both the external and internal motivation (Long, 2005). However, there is debate among researchers on the impact of extrinsic rewards, including such as awards, on learners' desire to study. External motivation in the context of better performance in class activities has frequently been tied to the concept of reward (Bijleveld et al., 2012).

Research from as early as the 1990s indicates that when awards are being used to induce collaboration among students in a CLA context, both their motivation and performance level may suffer (Kohn, 1991). According to Kohn (1991), people are pleased to perform specific tasks until they are paid for them, at this point they may become resentful of performing such tasks. According to Kohn (1991), learners will typically be satisfied to engage activities until they begin to get compensation for doing so. At that point, they may suddenly find that they are unable to engage in those similar activities without compensation. Kohn cites a variety of research works that demonstrate how using rewards cause learners to become less motivated. In one of them, students who competed for awards upon completing the task were less inclined to concentrate on puzzles than students who did not (Deci et al., 1981, cited in Kohn, 1991). The question of whether utilising rewards to encourage successful CLA will transcend into the physical realm is something that teachers have (Skinner et al., 2004).

Team's participants, productive work, tasks on time, and friendship among group members are all important objectives and characteristics of effective collaborative teams. However, several investigators have lately claimed that the rewards of teams might be beneficial to encourage learning in collaborative teams (Law, 2008; Shimazoe & Aldrich, 2010). According to Slavin (2014), instructors should work to develop students' intrinsic motivation; yet there is no issue with providing incentives like certificates and other forms

of recognition to push students to complete the assignment effectively in their teams. They contend that in a cooperative learning setting, students should recognise the value of what their teammates do and that, in the absence of incentives, some students may fail to value collective accomplishment.

CLA as stated by Pan and Wu (2013) increased students' motivation to learn more as compared to traditional teacher-oriented instruction because of the potential positive to motivate students to help one another and put forth more effort towards achieving team success. 78 EFL first-year students taking English reading classes were the subjects of Pan and Wu's (2013) study. Of the 78 students, 44 were in the experimental group and 34 were in the comparison group. Over the course of a complete semester, this experiment was conducted in a classroom with minutes of instruction every week. The comparison group got conventional lecture teaching, whereas the experimental group participated in CLA. Compared to the whole class instructing group, the experimental group demonstrated greater levels of motivation to learn English because of CLA.

The experimental group showed positive promotion on each level of motivation after a term of treatment, and improvements were significant statistically on all categories e.g. liking, devotion, self-efficacy, and cumulative score in response to the results gained through the English learning motivation scale paired t-test findings. Shaaban (2006) also claimed that CLA may help students understand the value and significance of the information they are learning and perceive themselves as capable participants to team goals, which will enhance their drive to learn. By pointing out that students might be motivated by connecting with one another when they feel favourably encouraged by their group members and feel like they are significant to their group fellows. Wang (2012) lends

credence to Shaaban's viewpoint. Therefore, the encouragement they get might inspire reserved or disengaged students.

Working individually can also lead to productive, positive, and active learning strategies (Duren & Cherrington, 2010) and some research findings contend that there is little or no significant difference in participants' motivation among classes using CLA and those who employ out-dated teaching strategies. The educational attainment and motivation of learners were the subjects of a research conducted by Tan et al. (2007). It focused on the results of the group research approach in comparison to the effects of the conventional whole-class mode of instruction as it looked at two forty--one seventh-grade students taking geography lessons in Singapore. The brief duration of the trial was cited as a reason the researchers concluded that CLA had no impact on learners' motivation. If students have ever experienced either learning or teaching via the whole-class technique, forty--two days may not be enough time for CLA to have an impact on their desire to learn content. Additionally, only in Geography class were the students subjected to team investigations; otherwise, everything else was the same as it is in a typical classroom. Since its concept of variability in team building (Johnson & Johnson, 2014) was not discovered, it is possible that students in this research were permitted to establish a network of groups to collaborate as per their interests and friendships have had an impact on their results.

2.5.1.6 Learners' Autonomy

Autonomy of learners is defined as "ability to take responsibility for their own learning and to apply active, personally relevant strategies" (Littlewood, 1997, p. 81). According to Benson (2007), independent learners should be in-charge of choosing the goal, the subject matter, and the learning approach. They should keep track of their

educational development and assess the results. Many advocates of learner autonomy view the concept of autonomous learners (Yasmin & Nasim, 2019) those who have the right and ability to study for themselves as a crucial tenet (Smith, 2008).

Dam et al. (1990, p. 102) explained that learner autonomy's notion is "a capacity and willingness to act independently and in cooperation with others, as a social, responsible person". By pointing out that autonomy emerges within social circumstances, Kohonen (1992) explains the concept of emerging autonomy as it "includes the notion of interdependence, that is, being responsible for one's conduct in the social context: being able to cooperate with others and solve conflicts in constructive ways" (p. 48). Educational strategies should be considered since they might be crucial in giving students the chance to be in-charge of their personal learning of the content (Smith, 2008). In addition to enhancing student learning in their classes, educational techniques also enable the student to be self-directed learners outside classes and support continuous learning. Numerous studies have noted that CLA helps to foster independence and empower learners to follow ownership of their own learning (Johnson & Johnson, 2009; Koh et al., 2007; Shimazoe & Aldrich, 2010). This is supported by Hanze and Burger (2007) research that compared the results of one hundred thirty-seven students taking physics in the grade 12 using only CLA with standard direct instruction via quasi-experimental research in Germany. The results showed that students who received instruction through CLA seemed more independent, capable, and active within their teams. Individual and group accountability, the second essential CLA concept that underpins this strategy's success, is what increases students' autonomy (Johnson & Johnson, 2014). To contribute to the performance of the team and ensure that every team member learns and comprehends the supplied content thoroughly, each member in the team must really be conscious of their obligation to grasp the provided

content and react accordingly to the offered assignment (Slavin, 2011). To succeed and accomplish the group's objectives, students must make efforts to enhance both their own as well as their group members' knowledge (Bolukbas et al., 2011). As a result, there is a setting where students have some autonomy and power inside their groups (Slavin, 1996). Since students take responsibility for their education, independent learning traits may start to manifest (Queen, 2009). Er and Atac's (2014) study supported the idea that CLA encourages students to take charge of learning.

According to research results, CLA might increase personal accountability for most of the students. Instructors play a significant role in the classroom which influences learners' responsibilities, active developing skills, and features of individual learning that foster autonomous learning (Kagan, 2013). Teachers should change their positions from directing the students to facilitating the students in taking responsibility for their learning. Therefore, teachers must give students powers and responsibilities for team administration and learning (Slavin & Cooper, 1999). According to Johnson and Johnson (1999), “the more individuals work cooperatively, the more they see themselves as worthwhile and as having value and the more autonomous and independent they tend to be” (p.73). The impact of CLA in more conventional teaching environments must be examined since instructors and students in various educational and cultural environments could have different thoughts of responsibilities and autonomy.

2.5.2 Social Advantages of CLA

CLA has several social benefits such as interpersonal/social relationships, self-esteem, and anxiety reduction and learning enjoyment (Brody, 1998; Davidson & Major, 2014; Orey, 2010; Sharan, 2010; Palmer, Peters, & Streetman, 2017; Topping et al., 2017).

2.5.2.1 Interpersonal Relationships

The advocates of CLA endorse that to foster positive relationships among learners and employ CLA in the classroom must be maximised (Johnson et al., 2010; Tran & Lewis, 2012) as compared to competitive learning and the practice of competitive learning should be minimised (Johnson & Johnson, 2008). The whole-class approach may alienate students and foster rivalry, which may encourage them to use external motives to outperform their classmates in educational outcomes. In contrast, CLA could increase internal drive, liking, and interest in learning English (Chatterjee & Correia, 2020; Shaaban, 2006).

CLA tends to promote “greater interpersonal liking, group cohesion, valuing of heterogeneity and task-oriented and personal support” (Johnson & Johnson, 2008, p. 2). To learn more about the impact of collaborative connections over competitive and individualistic experiences on interpersonal attraction, Roseth et al. (2008) conducted a meta-analysis on one hundred forty-eight middle schools and more than seventeen thousand pupils. The results show that CLA fosters more interactions between students than competitive environments with 0.48 standard deviation as well as individualistic environments with 0.42 standard deviation. The evidence suggests that even when students do not get along, CLA may strengthen students' ability to care for one another. It has been discovered that cooperative experiences increase greater liking more so than individualistic and competitive ones. Such favourable results, according to Jonson et al. (2010, p. 8), can only be seen when the five fundamental CLA elements are applied. Additionally, the beneficial interactions that CLA may foster lead to fulfilment, enhanced motivation, dedication to team objectives, individual accountability for achievement, group cohesion, and tenacity in completing the tasks (Johnson & Johnson, 2014; Slavin, 2011).

Farzaneh and Nejadansari (2014) evaluated Iranian students' views toward CLA in reading the instructions. The results of their research show that CLA helped students interact socially more and increased class engagement. Furthermore, many educators note that CLA allows them to come to understand their students better. When faculty members intervene after observing students collaborating in small groups, this is most likely to result in even more casual and intimate interactions between both the professors and students.

Kagan (1994) explained the following steps which are considered the key features of CLA; improvement in the achievement of academics, build the environment of competition in participants, and encouragement to partake in effective social settings. CLA is the interaction of the learners in small groups to work collectively. As Williams (2012) declares that the learners get a chance to express themselves socially in groups through various activities. Groups are designed to communicate which are proved to be the best for making ideas evident, clear, and meaningful (Brown, 2007; Harmer, 2011) through getting help from the various strategies of writing. Moreover, it makes the students able to analyse their learning after reading analytically (Hawkins, 2018; Huff & Kline, 1987, cited in Williams, 2012). Once students can critically evaluate the reading, CLA helps them to increase the mental processes to become good writers.

CLA focuses on unstructured activities to get desired similar goals through collective efforts. The settings of traditional, individual, and competitive classes are opposite to the environment of CLA (Kessler, 2003). In the setting of individualistic learning, the students work alone to do some activity to get information for themselves whereas in the setting of competitive learning, students compete get higher grades from the rest of the class. Hill and Hill (1990) claimed about the effective role of CLA in the form of keen understanding, high achievements, building leadership skills, developing thoughts,

creating constructive skills, self-respect, endorsing positive perspectives regarding others, and improving relationships. The performance of tasks in groups provides a leading role to the learners in the following ways like propositions, ideas, and inspiration (Gillies & Ashman, 2003). Harmer (2011) said that students can learn and understand the thinking patterns and ideas of each other through successful group activities. Graham (2005) explored that the performance and reflection of students enhance under CLA in accordance with encouragement on the part of debating, sharing, guiding, and commenting with other students. The 21st century is the most suitable for the application of collaborative as well as interactive learning for the students.

2.5.2.2 Self Esteem

Johnson and Johnson (1995) explain self-esteem as "a judgement about one's self-worth, value, and competence based on a process of conceptualising and gathering information about oneself and one's experiences" (p. 119). There is a close relation between positive self-esteem and positive self-concept, therefore; students perform in many activities and feel good about themselves. How well students do academically, how they connect with one another, and how their classmates perceive them may all have an impact on students' sense of self-worth (Slavin, 1995). It should be highlighted that self-esteem is linked including both educational progress and social engagement, and that students' self-esteem is likely to rise when they perceive themselves as effective learners (Peterson & Miller, 2004). According to the research cited above, CLA can boost student achievement and foster stronger bonds amongst students. There are approximately eighty research studies examining the impacts of collaborative, competitive, and individual activities on self-esteem, according to Johnson and Johnson (2009). Over two-fifths of a standard deviation higher than the average self-esteem score achieved by students who

worked independently, the average self-esteem of students who participated collaboratively was three-fifths of the standard deviation higher than average self-esteem of students working competitively. It has been proven by several investigations that a CLA may raise students' self-esteem and social skills (Bertucci et al., 2010; Tran & Lewis, 2012).

2.5.2.3 Anxiety Reduction and Excitement

An undesirable mental condition known as anxiety is characterised by feelings of tension, worry, and dread (Le et al., 2018). It is regarded as one of the biggest impediments to output and the development of supportive connections among students. Students may become too focused on themselves and have cognitive disturbance as a result (Johnson et al., 2010). Certain circumstances in conventional classroom settings might make students feel more anxious. For instance, students may be required to answer questions for the entire class, and if their response is incorrect, they may feel ashamed (Brandy, 2013).

Additionally, conflict amongst individuals is quite likely to make students anxious (Johnson et al., 2010; Othman & Murad, 2015). Examinations and other challenging decision-making scenarios in the classroom might also make students more anxious (Johnson, 2008). However, CLA might assist learners feel less anxious (Johnson et al., 2010; Zakaria et al., 2013). Crandall (1999) asserts that when students collaborate, they have more time to reflect, discuss ideas with peers, seek advice from other students, and fix their individual errors. The amount of students' nervousness is most likely to decrease this engagement as a result, and they may even become more eager to respond to inquiries from the teachers in front of their classmates. However, anxiety is the outcome of collaborative work, particularly when there is a "misalignment of performance expectations within teams" (Favor, 2012, p. 157).

Research conducted by Zakaria et al. (2013) looking at the effects of CLA on students' perceptions in secondary schools in Pekanbaru, Indonesia, indicated the benefit of collaboration on reducing anxiety inside the class. According to quantitative findings, students enjoyed and preferred CLA because it allowed them to "make friends and ask questions (23.2 percent)," "exchange ideas with friends without fear (26.1 per cent)," "quickly understand when a friend gave an explanation (10.7 per cent)," and "not be afraid if an error occurred (10.3 percent)" (p. 99). An increase in learning satisfaction may be directly correlated with a decrease in anxiety (Sullivan & Glanz, 2005; Nakahashi, 2007; Othman & Murad, 2015).

CLA may have a favourable impact on students' attitudes towards learning. According to Cavanagh's (2011) research, students concurred that engaging in CLA activities assisted them stay active and interested in the lessons. The major causes were a variety of exercises that "broke up the time" and "kept [learners] alert and thinking" by "involving" (p. 28) them in the assignments inside the class.

According to research by Scherman and Toit (2008) involving nine MA candidates doing a research design tools module at the University of Pretoria in South Africa, CLA appears to improve participants' satisfaction in their academic experiences. According to the statistics, this was mostly because students actively got involved with the process of learning in the classes because "group work and activities ask more of the learner than merely sitting and listening to a lecturer" (Scherman & Toit, 2008, p. 436).

According to other research studies, CLA may enhance the students' attitudes more towards the nature of the content they are studying. The results of the research conducted by Aydin (2011) demonstrated that learners in the collaborative environment had higher attitudes regarding the subject of science and technology courses than those students who

received instruction in a conventional way (Othman & Murad, 2015). This, according to the study, is due to “the presence of intra-group assistance and support, active participation, and higher levels of success that come with the cooperative learning method” (p. 643).

2.6 Faced Challenges in CLA

Working in small groups in English language classrooms has several positive social and academic effects, but there are also downsides and difficulties for students who want to work in this pedagogical approach. Some researchers who have already investigated the usage of CLA have focused on the difficulties and conundrums that learners can encounter when practising this method. According to Randall (1999, p. 29), "CLA has grown so popular that its benefits may blind us to its dangers." Some of these disadvantages are discussed below.

2.6.1 Free-Riding

Slavin (1995) stated clearly that one of the major barriers in CLA is free riding that applies in a situation where;

> As some team members do all or most of the work and learning while others go along for the ride. The free rider effect is most likely to occur when the group has a single task to accomplish such as being asked to submit a single report, complete a single worksheet, or produce a single project (p. 19).

This is seen as one of the drawbacks that learners encounter while working in a CLA environment (Davies, 2009; Kapp, 2009). Students who put forth the greatest effort may get resentful of them for "carrying the slackers" due to this issue (McCorkle et al., 1999, p. 108). Furthermore, the instructor may play a crucial part in preventing this issue.

Slavin (1995) asserts that CLA has the potential to enable the effect of free riding if it is not properly implemented. Free riding could be prevented via positive interdependence as well as individual and group accountability, according to the experts (Johnson & Johnson, 2008). Assigning duties to students is one method the instructor might employ to arrange these ideas. Giving roles to the learners on tasks e.g., timekeeper/inspirer/facilitator is one method the instructor may use to frame these concepts so that collaborators are entirely liable for their participation and answerable to the team (Gillies, 2003; Johnson & Johnson, 2014). Random choosing is yet another tactic that instructors might use to promote full participation (Le et al., 2024). Choosing a random student from each group to respond to the instructor's query can resolve this on-going issue. Each student will try to respond to the question and affirm that their groupmates should do the same, as that the group members have no idea who may be the next one.

2.6.2 Consuming Lesson Time

Two pertinent time-related considerations are explored. One drawback of CLA is that instructors must invest a significant amount of time in preparing courses, considering factors such as beneficial interdependence, individual as well as group transparency, collaborative processing, societal and communication abilities, and in-person promotive relationship. These elements are essential for creating a conducive learning environment for students. CLA is worthless because of inadequate preparation and planning for the learners (Mastropieri et al., 2007). Some instructors refrain from using CLA because of the lack of time to carefully plan for it for the students (Putnam, 1998). Another time-related concern is that instructing collaborative groups involves a large amount of time (Liang, 2002). For instance, creating groups, deciding on responsibilities, and allocating tasks all require a great amount of time (Liang, 2002). Additionally, students must collaborate on

group projects, which takes up a lot of instructional time and increases the risk that they will not finish the assignment by the teacher's deadline (Basamh, 2002). Other topics that instructors must cover may be impacted by this.

In research conducted in Brisbane, Australia over the course of two academic terms, Gillies and Boyle (2010) looked at the perspectives of ten middle-year instructors who had used CLA in the curriculum for the subject. However, information from the interviews revealed that instructors had good experiences with time in CLA. Moreover, information from the interviews revealed that teachers had favourable outcomes with managing time in CLA and that their learners handled their time better skilfully and completed their tasks on time. The disagreements in the researchers' perspectives are caused by a variety of significant aspects, including management, lesson planning, and teachers' preparation for using this method (Gillies & Boyle, 2010).

2.6.3 Large Class Size

The concept of class size is defined as “the number of pupils in a given class with a teacher” by Almulla (2012, p. 5). An example of the difficulties teachers may have when attempting to use CLA in large classrooms. Almulla (2012) examined how primary level instructors in Alhafouf, Saudi Arabia, perceived the impact of class size on learning. The subjects were thirty-seven instructors who instructed big classrooms containing 30–40 learners in two state schools and thirty instructors who instructed small courses (15–20 students) in two private schools. Data from the instructors was gathered through semi structured interviews and questionnaires. The results revealed that teachers used lecturing more often with students in big classrooms than in compact classes. However, teachers in small classrooms used pairs or group study with their students more frequently than those of big ones. First from the perspective of the instructors, this is mostly because teamwork

with a larger number of students requires more class time. Thanh's (2011) findings are backed up by Almulla's conclusions, which show that if the learners are organised into a group (4-5) and there are either thirteen or fourteen groups working at once, teachers would not have enough time to observe each team and ensure that everyone from the learners are operating properly.

However, some other research studies contend that CLA in big classrooms has beneficial outcomes. Further, Armstrong et al. (2007) conducted research to examine the impact of CLA on student achievement and attitudes in big and large classes (more than 250 tertiary level students) taking basic Biology courses. Two biology classes were offered; one based upon CLA (treatment groups) and the rest of the class as typical lecture format (control group). The outcomes stated that "cooperative learning activities can improve student outcomes even in very large classes" (p. 167).

Another concern with adopting CLA in big classes was carried by Herreid (1998), who said that collaboration might be hindered in classes when all the seats are fastened to the ground. Parallel to this, Wichadee and Orawiwatnakul (2012) observe that having tiers of the seats that are close together might be problematic for group learning activities. Seats are typically situated in tight groups in the classrooms where respondents attend discussions therefore; this may cause problems in the setting of this inquiry.

2.6.4 Noise and Class Control

Whenever instructors use CLA, one of several difficulties they may have been their ability to maintain control over classes (Thanh, 2011). This may be because it may be challenging for instructors to oversee each group at once (Gilbert, 2007). An additional argument seems to be that CLA can cause issues with effective classroom management if it is handled incorrectly (Johnson & Johnson, 1999).

On the other hand, other researchers have emphasised that CLA can assist to regulate students' attitude and lessen issues with lesson planning (Gwyn-Paquette & Tochon, 2002). CLA can increase student participation in the class, foster their intrinsic drive, and lessen inappropriate behaviours according to the understanding of Cangelosi (2000) who also confirms this fact.

2.6.5 Coverage of Curriculum

Coverage of curriculum is the major difficulty learners have encountered in CLA (Gillies & Ashman, 2003). Thanh's (2011) research shows that the curricula of some countries of South Asia are structured since quantitative layout that concords equal load to all subject matters; as a result, teachers tend to place more emphasis on covering the curriculum than on students' in-depth comprehension of the subject matter (Wichadee & Orawiwatnakul, 2012). Nevertheless, in CLA, thorough comprehension and critical thinking are prioritised despite curriculum content. According to Khalifa (2011), when teachers do not employ the lecture method, it might be challenging to cover a significant quantity of content. On the other hand, according to some studies, group work can assist to better comprehend the content than a lecture method. Dinan and Frychowski (1995) indicate that teaching Organic Chemistry adopting CLA enabled both teachers and learners to complete more curricular content than when the course was taught via lecture-style. This may rely on the type of CLA used as well as the management and organisation of activities for the class by teachers. The themes that are covered by the content may also vary.

Creation of noise by students participating in CLA activities is another issue connected to the management of classes. Contrary to the instructional teaching style, which necessitates silence so that pupils can pay heed to the speaker, CLA can produce a prominent level of background noise. Some professors and students who appreciate quiet

working in a teaching situation may find this noise unsettling (Thanh, 2011). However, it may be helpful and is not an indication of a lack of authority; rather, it may show that students are participating in CLA (Zuheer, 2008).

2.6.6 CLA implementation Experience

CLA needs greater efforts of practice to implement in a learning environment, which is considered a crucial aspect of CLA (Basamh, 2002; McWey et al., 2006). Murphy et al. (2005) found that students often feel frustrated and underperform when teachers try to use CLA but do not grasp or know much about it. Additionally, a cooperative learning technique that is poorly implemented is likely to inhibit successful academic and social outcomes (Johnson et al., 2010). Thanh (2011) conducted research with 40 professors and 40 students from 20 Vietnamese institutions to look at the challenges that made its implementation challenging. Following the completion of a questionnaire on cooperative learning, interviews were conducted with 10 instructors and 10 students to learn more about their perspectives of this method. The findings demonstrated that teachers lacked a thorough knowledge of the purpose of CLA since they insisted that this method helped students retain information rather than develop a deeper comprehension of the book they were studying. Additionally, Thanh further pointed out that;

> The lack of guidance on how to establish small group learning was also a concern. They did not have many materials to consult and to guide them to solve group work problems. This might help to explain why the teachers were unable to help their students manage problems related to sharing their work, mutual teaching and reducing social loafing (p. 8).

By simply placing students into teams to engage with respective peers on a given assignment, instructors who have little or no expertise adopting CLA may misunderstand

CLA. If teachers are unaware of CLA concepts, this framework could not provide desirable results. Johnson and Johnson (2014) assert that some circumstances call for the adoption of CLA with its fundamentals. CLA is successfully implemented with the help of its basic elements, which could also assist in addressing or at least lessen some of the other drawbacks and issues described above (Cohen, 1994; Johnson et al., 2010; Slavin, 2011).

The results of a survey employed in research by Bessett et al. (1999) to compare the characteristics of one hundred fifteen instructors of 7th and 8th grade middle school students who were high users of CLA and regular with those who had no greater experience with CLA and low users. Additionally, high users of CLA cited more CLA components than low users. Low users of CLA did not consider certain crucial CLA concepts as being crucial, including SIS and PI between learners. Consequently, one of the key variables affecting the use of CLA may be perceived as having skilled and expert instructors (Alansari, 2006; Johnson et al., 2010). From the perspective of the student, it might be problematic when there is a dearth of previous experience of collaboration. McWey et al. (2006) elucidated that students may be reluctant to participate in CLA because they have not experienced it before and because past learning environments have fostered individuality and competition. Learners, meanwhile, may first feel uneasy, but they eventually tend to appreciate the process (Morgan et al., 2010). According to several experts, it is important to instruct learners how to develop social and communicative skills (Blatchford et al., 2007; Gillies, 2016).

2.7 Past Research on Attitudes

Attitudes are extensively defined by many researchers, like Allport (1935), who says that “an attitude is a mental and neural state of readiness, organised through experience, exerting a directive or dynamic influence upon the individual’s response to all

objects and situations with which it is related" (p. 784). Three distinct aspects constitute one's attitude i.e., Affective, cognitive, and behavioural (Wenden, 1991). Wenden continued further to point out that an individual's views and thoughts concerning a topic comes under cognitive aspect, the way they feel or experiencing feelings are included in the affective aspect, and their actions in relation to the concept or subject are shown in the behavioural aspect. Furthermore, according to Kara (2009), favourable attitudes towards a subject indicate positive behaviours, and students who are prepared to put in more effort to learn more are said to exhibit these behaviours. Kara explained that as a result, learners are eager to work through challenges and acquire practical life skills. According to Eshghinejad (2016), a student's belief about the significance and utility of the information someone is gaining in a situation is often one of the cognitive components of his attitudes. In addition, the four processes that make up the cognitive process are constructing fresh insight, analysing latest information, using newly acquired information in daily life, and linking previous and current information. In terms of the emotional component, learning is a procedure through which students' feelings—including their acceptance and disapproval of the thing, concept, or circumstance—are engaged. Moreover, attitudes play a significant role being the basic element in the learning process of a language (Gardner, 1985). Apart from this, attitudes explain the feelings, perspectives, beliefs, behaviours, and interaction of people (Zan & Martino, 2007, 2014). Dörnyei and Csizér (2005) concluded that attitudes play an important part in the learning of English language.

Orfan (2020) aimed to examine the cognitive, emotional, and behavioural attitudes shown by Afghan students in relation to the process of acquiring proficiency in the English language. The research also examines the variations in student perspectives based on their demographic characteristics, such as gender, age, primary language, academic discipline,

internet accessibility, and prior experience with English language instruction in language centres. The data was obtained from a sample of 420 students who were randomly chosen from Takhar university. The collection method included administering a questionnaire consisting of 30 close-ended questions. The data were subjected to analysis using Special Packages for Social Sciences (SPSS) version-26. The study issues were addressed using descriptive statistics, a sample T-test, and a one-way analysis of variance test. The results indicated that the students had favourable cognitive, emotional, and behavioural dispositions towards the acquisition of the English language. The research also demonstrates that there is no statistically significant variation in the views of students according to their gender, age, L1 and subject of study. However, students who have access to the Internet and have experience studying English in language centres have a more favourable attitude compared to students who lack Internet access and have not received English instruction in language centres.

Asghar et al. (2018) aimed to examine the learners' attitudes at the university of Gujrat towards learning English focusing on emotional, cognitive, and behavioural elements. The study also examined the attitudes shown by learners towards learning English in relation to their gender. A total of 158 students, consisting of 95 girls and 63 boys, were enrolled in three distinct departments: Design, Fine Arts and Architecture. The questionnaire served as a tool with 30 elements to fulfil the objective. The results indicated that there were prevailing negative attitudes among learners at the university of Gujrat in learning English. Furthermore, it is evident that gender did not have a discernible influence on attitude, since there existed no statistically significant difference between the attitudes of girls and boys in learning English.

Muslim and Rohi (2023) investigated how Paktia university's EFL students felt about studying English language and literature. The objective of this study was to examine the cognitive, behavioural, and emotional dimensions of Afghani undergraduates' attitudes, as well as to investigate potential variations in attitudes according to demographic parameters including Kankoor university admission examination's choice, teaching type, study's level, and level of pre-university preparatory higher learning. A convenient sampling method was used to deliver a questionnaire survey consisting of 24 items to a sample of 60 students. The participants were picked from both English language and literature plus education departments. The analysis focused on the mean score and median as measures of central tendency for assessing the views of those who participated. Furthermore, the analysis of the standard deviation was conducted to quantify the degree of dispersion shown by the replies. The findings indicated that the students had mostly favourable attitudes towards learning English. However, their views varied across the domains of behaviour, cognition, and emotion. There were no statistically significant variations seen in the attitudes of students when considering their demographic characteristics. However, subtle distinctions were identified in relation to their Kankoor selection, faculty type, level of study and pre-university preparation knowledge.

Soomro et al. (2018) conducted research on the attitudes of students about the learning of English has a significant role in determining the outcome of this educational process. Consequently, the present investigation was conducted to examine this phenomenon. The target audience for the present research consisted of the learners enrolled in the English works program in Sukkur, Sindh, Pakistan. The program was established by an organization situated in Karachi, which successfully recruited a total of fifty learners for an accredited English language course. The course duration spanned over

a period of 240 hours in total. The learners had varying levels of formal education, ranging from intermediate to master's degrees, and were from diverse age groups. The objective of this quantitative research was to examine language learning attitudes across three dimensions: behavioural, cognitive, and emotional. To gather data, a questionnaire consisting of 30 closed-ended questions was derived from the works of Eshghinejad (2016), Boonrangsri et al. (2004), as well as Gardner (1985). The subsequent step included doing descriptive and inferential statistical analysis using an independent sample t-test utilizing SPSS-22. The findings indicate that the students had favourable views towards the acquisition of ESL.

Eshghinejad (2016) examined the attitudes of male and female Iranian EFL learners at Kashan University towards learning the English language, specifically focusing on the behavioural, emotional, and cognitive dimensions. To achieve this objective, a questionnaire survey was conducted on a sample size of 30 individuals, picked randomly. The study of both qualitative and quantitative data revealed a positive attitude towards learning English language skills across three dimensions including behavioural, emotional, and cognitive. Additionally, there were attitudinal variations between the two groups that were statistically significant.

Kazemi Malekmahmudi and Kazemi Malekmahmudi (2018) examined the impact of gender and academic discipline on students' disposition towards acquiring proficiency in the English language. A survey instrument was used, which had been derived from a prior research study, to assess the attitudes of a total of 33 students majoring in human sciences and medical sciences. These students were picked from Mazandaran university and Golestan university of medical sciences, respectively. The influence of gender on the

behavioural, cognitive, and emotional dimensions of attitude was found to be non-significant. The discipline of study had a notable influence on the behavioural and cognitive dimensions of attitude, but its effect on the emotional dimension was comparatively limited. Given that English is a compulsory subject for the majority of EFL learners, it is incumbent upon instructors to inspire and engage learners by emphasizing the significance of English in relation to their academic success. The implementation of activities that align with the individual requirements and interests of students has the potential to enhance their attitude towards the English language.

Abidin et al. (2012) conducted a study to investigate the perspectives of Libyan high school graduates towards the procedure for learning English. The study specifically focused on exploring the emotional, intellectual, and behavioural components of these attitudes. The survey also investigated if there exists a statistically significant disparity in the views of learners towards the use of the English language, taking into consideration their socioeconomic background such as gender, area of study and year of study. A questionnaire was administered to a sample of 180 individuals throughout 3 studying years and 3 specializations: Life Sciences, Basic Sciences and Social Sciences. With respect to the three dimensions of attitude, namely emotional, cognitive, and behavioural, respondents exhibited unfavourable attitudes towards their learning of the English language. Regarding the sample's demographics, notable attitudinal distinctions were seen in relation to gender and area of study, whereas no significant differences were found based on year of study.

Pham (2022) aimed to examine how university students feel about using Quizizz to learn English. To determine the attitudes and satisfaction of university students as well as

the relationship between them, both quantitative and qualitative techniques were used. 116 university students participated in the research by filling out a questionnaire and participating in a semi-structured interview. The findings indicated that students' attitudes towards using Quizizz to study English were favourable. Students reported a high degree of satisfaction. Students' attitudes and satisfaction showed a significant correlation, with students' behaviour having a greater impact than the affective and cognitive elements.

Gömleksiz (2010) examined the attitudes of students towards the process of learning the English language, with a focus on characteristics such as gender, grade level, and department. The data in this study were obtained by administering a Likert-type scale survey to a sample of 1275 students who were currently enrolled at Fırat University in Türkiye. The data was subjected to analysis using analysis of variance and t-test methodologies. Significant statistical variations were identified with respect to the factors of gender, grade level, and department.

Akay and Toraman (2015) explored the attitudes that English language learners have toward grammar and to assess those views within the context of several varied factors, including gender, age, faculty, time spent studying English, and competence level. The data were obtained from a sample of 293 students enrolled in the preparatory school of Anadolu University. These students were studying English language education across six distinct competence levels, namely beginner, elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty. The data collection took place during the spring semester of the academic year 2014-2015. The researchers discovered that the scale they devised to assess learners' attitudes towards studying grammar is a reliable and valid instrument, consisting of two elements. The results of the analyses indicated that there

were no significant variations in views based on gender, age, time spent on learning English, and proficiency level factors ($p > .05$). The only independent variable that had a statistically significant impact on learners' attitudes was the students' faculties. This effect was specifically found in relation to the positive attitude and contribution element of the scale, with a significance level of $p<.05$. The findings of the research revealed that students enrolled in disciplines such as Science, Humanities, Education, and Engineering have more favourable attitudes towards acquiring grammatical knowledge compared to their counterparts in the faculties of Economics, Business Administration, and Communication.

Mutar (2019) determined the attitudes of students towards studying the English language. Additionally, the study aimed to investigate if there were any significant differences in views based on gender and college affiliation within the study sample. To conduct this study, a representative sample of 400 university students who were not majoring in English was randomly selected from three distinct institutions that use English as the primary language of teaching. The scope of this research is restricted to the student population specifically enrolled at the university of Baghdad, Al-Jadiriyah branch. The data gathered was analysed using SPSS-20. The results indicated that the pupils had favourable dispositions towards the acquisition of the English language. Moreover, there is no statistically significant variation seen within the research sample with regards to gender and kind of college.

Ming et al. (2018) claimed that the English language has always had a prominent position in Malaysia's pursuit of achieving developed country status. However, it is evident that the English language competency level among Malaysian students is much below the desired standard. What are the underlying factors or causes that contribute to this

phenomenon? Research on motivation has indicated that Malaysian students are aware of the significance of English in their future growth. Furthermore, it has been observed that students are primarily driven by extrinsic factors, such as the pursuit of high grades, prospects for higher education, and career progression, in their efforts to enhance their English proficiency. Nevertheless, it should be noted that in such instances, the presence of extrinsic incentive does not always correlate with enhanced English performance. Most of these investigations were conducted in tertiary educational institutions. Hence, it is plausible that pupils in secondary education may lack awareness of the significance of English in relation to their prospects. On the other hand, it is plausible that these issues arise due to a deficiency of drive and a negative mindset that originates throughout secondary education. This article presents the results of a research conducted to further examine these matters via the administration of a questionnaire survey. The survey aimed to explore the attitudes and motivation of a cohort of secondary school students in East Malaysia in relation to their acquisition of ESL. The findings of the research indicate a favourable disposition among students majoring in both Art and Science disciplines towards the acquisition of English language skills. There is a greater inclination among science students and students with higher proficiency levels to have a heightened interest in enhancing their English language skills. Furthermore, the results indicate a significant correlation between increased proficiency levels and favourable attitudes and motivation towards the acquisition of the English language.

Mustafawi et al. (2022) examined the linguistic attitudes and views of students at Qatar university with respect to the practicality and significance of Arabic and English, the two languages that play a pivotal role in education and communication in Qatar. Additionally, it provides an analysis of the factors that influence these perspectives based

on demographic characteristics. A total of 861 participants responded to a survey consisting of various sections, namely media language preference, value and symbolism of Arabic, Arabic in education and society, medium of instruction, impact of Al-Jazeera network, English in scientific and professional communication, Qatari cultural identity, Arabic books, English in society and work, language in workplace, Arabic in employment, status of Arabic, and manifestations of sociocultural identity. The findings of the study indicated that Arabic received better evaluations in the domains of media language preference, value and symbolism of Arabic, Arabic in education and society, medium of instruction, Qatari cultural identity, and manifestations of sociocultural identity. Conversely, English was evaluated as being more advantageous than Arabic in the context of English in scientific and professional communication. The results of the correlational study indicate that there were significant associations between gender and the variables media language preference, medium of instruction, English in scientific and professional communication, and manifestations of sociocultural identity. Additionally, the variables nationality, specialization, and number of spoken languages were shown to be correlated with media language preference and medium of instruction.

A study was undertaken by Malallah (2010) on undergraduate students at Kuwait University who were enrolled in English courses provided by the English language centre at the university. This study investigated the attitudes and motives of students towards the acquisition of EFL within an Arabic and Muslim context. This study focuses on examining the interconnectedness of attitude, motivation, anxiety, and accomplishment in the context of English language acquisition. The study posited a hypothesis suggesting that, overall, undergraduates at Kuwait University hold favourable attitudes towards learning English, the English language itself, and native English speakers. There are many factors that

contribute to students' desire to study English. Firstly, the English language has a significant position in Kuwaiti society, being highly valued and respected. Secondly, students' academic performance in English is influenced by their level of motivation and their attitudes towards the language. Conversely, their anxiety levels have a detrimental impact on their progress in English. Overall, the research confirmed these hypotheses, indicating that increased exposure to the English language and a greater need for it in current studies or future career prospects are associated with more favourable attitudes towards the language among students.

Hamarai (2021) examined how the cultural backgrounds of the native and target languages of the Saudi secondary school pupils related to one another. The research included a cohort of thirty-two secondary school students who were enrolled at Imam Ja’afar Al-Sadiq Secondary School in the Al-Ahas Educational Zone. The participants exhibited homogeneity with respect to their age range (16 - 19 years), gender (male), cultural background (the Saudi culture), and native language (Arabic). The data were gathered by the administration of a questionnaire. The study's findings indicate that the calculated value of the t-test is 2.909, with a degree of freedom of 31. The two-tailed significance level is reported as 0.007, which is lower than the predetermined threshold of 0.05. This finding suggests that there exists a statistically significant disparity between the cultural backgrounds of Saudi secondary school pupils in their target language and native language. This disparity has an impact on their reading and comprehension abilities in the target language. The findings of the research demonstrate a statistically significant correlation between the cultural background being studied and the local culture of Saudi secondary school pupils.

Bagheri and Taghi (2015) examined the relationship between medical pupils' viewpoints towards learning English and their proficiency in English. The viewpoint of medical pupils has been considered. The researcher also investigated the impact of gender among medical students on their attitude towards the study of the English language. To do this, the researchers gave the Oxford placement test and an attitude questionnaire to a sample of 155 medical students enrolled at Mazandaran University of Medical Sciences in Sari. The participants were instructed to respond to all 30 questions included in the questionnaire pertaining to their attitudes towards the acquisition of the English language. The items were formatted using a 5-point Likert scale. The study's results revealed a favourable correlation between medical students' attitudes towards the acquisition of English language skills and their competency in the English language. Based on the analysis of the second study question, it was determined that there was no statistically significant disparity seen between male and female participants in their views towards the process of learning the English language. The findings of the survey indicated that there was a slight difference in the general attitudes of male and female pupils.

Samadani and Ibnian (2015) aimed to examine the correlation between the attitudes of Saudi EFL students towards English language learning and their academic performance. The study's sample consisted of 112 students majoring in English from Umm Al-Qura University, namely the Al-Qunfudah branch. The findings indicated a significant association between the students' grade point averages and their attitudes towards the acquisition of EFL. The students with higher grade point averages had the most favourable attitudes towards the acquisition of English language skills, while those with medium grade point averages displayed good attitudes. Conversely, those with lower grade point averages demonstrated the least favourable attitudes towards learning English.

Ibnian (2017) examined the attitudes of students in public and private schools towards the acquisition of EFL. Additionally, the study sought to identify the elements that influence students' attitudes towards studying EFL. The study's sample included 144 ninth grade students who were selected using a random sampling method from both public and private schools in Amman. The students were divided into four groups, with each section consisting of 36 pupils. To carry out the investigation, the researcher used a questionnaire consisting of 20 items to ascertain the attitudes of the students regarding the acquisition of EFL. Furthermore, the researcher conducted semi-structured interviews to investigate the many elements that influence students' attitudes towards the acquisition of EFL. The results of the research indicated research, pupils from private as well as public institutions had a positive perception of learning English EFL as seen by their mean assessments. However, the results suggested that students attending private schools had more favourable attitudes towards learning EFL compared to students in public schools.

Fakeye (2010) conducted research on determining the relationship between attitude and accomplishment in the subject of English. The sample consisted of 400 Nigerian senior secondary students who were recruited by a random sampling method from five different secondary schools. The research showed a significant correlation between attitude and accomplishment. Moreover, an investigation was conducted to examine the lack of association between students' attitude and gender. Hence, no statistically significant disparity was seen in the views shown by male and female students.

Al-Tamimi and Shuib (2009) presented the findings of a survey conducted to ascertain the motivation and attitudes of Petroleum engineering learners towards learning English. The research examined the motivation of learners by focusing on a trio of specific

motivational conceptions: integrative, instrumental, and personal motivation. These notions were derived from the writings of Gardner (1985) and Cooper and Fishman (1977). The study assessed the attitudes of learners towards four aspects: 1) the usage of English in the social setting of Yemen, 2) the utilization of English in the academic setting of Yemen, 3) the English language itself, and 4) the cultural norms associated with English-speaking countries. The research sample included 81 learners who were enrolled in the petroleum engineering program at Hadhramout University of Sciences and Technology. Data gathering included the use of both survey instruments. The research's findings revealed that those who participated demonstrated a greater inclination towards practical incentives when it came to studying English, particularly in relation to practical and educational objectives. The learners also considered personal considerations to be significant factors. However, with respect to the integrative factors, the findings presented empirical support indicating that incorporating English as a component of the cultural identity of individuals had the least influence on students' willingness to learn the English language. Conversely, the statistics pertaining to the sentiments of the students indicated that most of them had favourable perspectives about the societal significance and educational standing of the English language. Furthermore, the results indicated that the pupils had a favourable attitude towards the English language. Remarkably, the findings revealed that a substantial proportion of the students had a keen fascination in the cultural aspects of the English-speaking world, as shown by English-language films.

Sinaga and Pustika (2021) also investigated students' attitudes on how they deal with language barriers when taking online courses through Moodle. Based on how students responded to the current situation, the researchers used self-analysis and student views to gauge the level of consensus. Although the cognitive, affective, and behavioural traits of

students can alter, whether a student has a favourable or unfavourable (positive or negative) mind-set (conative). However, altering the students' acceptance and concentration can help to lessen their negative attitude. The researcher used qualitative research in this study with a descriptive language emphasis. Thirty pupils received the questionnaire, and six of them took part in the interview process. The lines on the questionnaire and the interview questions were modified from Brown's (1994) study on the elements of students' attitudes. The study's findings indicate a willingness to use Moodle as a learning tool. Additionally, they have shown that they value the need for English instruction in technical high school. However, when learning from home is implemented, students also encounter some self-management issues that make it difficult for them to keep up with the learning tasks.

Kandati and Tatipang (2021) is to ascertain how attitudes towards second language acquisition in the Covid-19 condition are affected by virtual teaching. To safeguard the students and teachers from the virus, most schools immediately closed. The results of the research show that students' attitudes improved because of virtual teaching. In conducting this research, both qualitative and quantitative methods were used. A questionnaire was circulated to determine the impact of virtual teaching on attitudes towards second language acquisition. At the senior high school level, it was held. Due to the Covid-19 pandemic outbreak, 77 third-year students at a random senior high school received the inquiry via a Google form sent via WhatsApp. Strongly disagreed (1), disagree (2), neutral (3), agreed (4), and strongly agreed (5) choices with English and Bahasa Indonesian translations were included in the five linear scales that were used in its design. According to research, virtual education affects pupils' attitudes for the better.

Diana et al. (2021) investigated the views of pupils and issues with learning English employing Google classroom at SMAN 6 Kota Bengkulu during the Covid-19 Pandemic. In the school year 2020–2021, 443 students participated in this mixed-method study. A questionnaire in the form of a Google form with 50 questions and four answers—strongly concur, agree, disagree, and strongly disagree—as well as semi-structured interviews were used to gather the data. Both numeric and qualitative analyses were done on the collected data. The findings of this study show that students have a favourable perspectives of studying English using Google classrooms during the Covid-19 pandemic, with an average score of 1160 falling into the favourable category. Additionally, the information gleaned from the interview revealed that most of the students encountered difficulties using Google Classroom to acquire English because of a lack of vocabulary. Additionally, opening and uploading files or videos presented issues when using the Google Classroom programme. According to these findings, teachers should modify the way they educate by giving students creative opportunities to boost their self-esteem, take charge of their education, and hone their language skills.

Choemue and Muljani (2021) investigated how Thai university students felt about EFL. Examined in-depth were attitudes towards studying English, English dialects, and the use of English language in the classroom as a teaching tool. The questionnaire and a semi-structured interview were used in a mixed-methods study design to gather the data. This research involved 23 undergraduate students at the Xavier Learning Community in Chiang Rai, Thailand. The results showed that mastering English should be done primarily for communicating effectively with other English users. Additionally, because of their interest in non-native cultures, the students have started to exhibit positive attitudes towards the various forms of English that are used in the classroom. According to this research,

encouraging learning environments where students could be exposed to different English dialects both inside and outside of the classroom would increase their awareness of the English language. Additionally, English language teachers should modify their pedagogical approaches to better satisfy future student needs.

Alkaff (2013) examined foundation year students' attitudes and perspectives regarding studying English at the King Abdulaziz University English language institute in Jeddah, Saudi Arabia. The study's investigator aimed to examine the pupils' perspectives on the value of English, whether they found it challenging, and in what circumstances they encountered difficulties. The investigator also tried to look at how they used the phrase, how often they did so, and where they used it. A questionnaire was created, and responses from pupils were recorded and evaluated after a random sample of 47 female students from levels 3 and 4, who constituted an overwhelming proportion of pupils at the time of the research. The survey demonstrated that most of the pupils' attitudes regarding studying English were positive and that they tried to utilise and develop their language skills despite having a busy schedule and little chances to do so.

Alakrash et al. (2021) focused on measuring how social networking sites helped EFL students' attitudes, digital literacy abilities, usage for learning objectives, and language skills. Additionally, this research aimed to investigate the relationship between students' attitudes and digital literacy abilities and their use of social networking sites for academic purposes. To achieve this, 200 EFL high school students from five foreign schools in Malaysia were randomly chosen to provide the data. Using SPSS-25, descriptive and inferential statistics were used to analyse the data. The results demonstrated that students' attitudes towards using social networking sites to study English were incredibly

positive. However, the students' use of social networking sites revealed a moderate degree of digital literacy. Additionally, the students demonstrated a moderate level of social networking sites usage for educational reasons. However, using social networking sites was most effective at improving speaking, hearing, and writing abilities. Using the Pearson relationship as a guide, the inferential findings revealed a significant correlation between students' attitudes, their level of digital literacy, and their use of social networking sites for educational reasons. Structural equation modelling took the relationship between the factors into account. The findings of this phase showed that using social networking sites for educational purposes is strongly predicted by digital literacy abilities and mind-set. The findings were discussed in the context of the literature, and suggestions for earlier research were made.

Liu et al. (2021) attempted to explore senior secondary school students' perceptions of the regional English spoken in China and explore how they negotiate and construct their identities as they progress through their English language learning experience, reflecting the diversity and complexity of English language use and instruction. This research discovered through an array of interviews that pupils still view English as a subject taught in schools and see themselves as lifelong English learners. Many implications of teaching English from the global English paradigm, from curriculum design and teaching materials are provided to increase awareness of the global use of English because the global English perspective was not widely acknowledged, and students have not developed their awareness of the global use of English. This essay also emphasises how crucial it is for the long-term survival of English to view the language's evolution from an Eco linguistic point of view.

Fazzi and Lasagabaster (2021) described a research initiative that aimed to comprehend secondary school students' attitudes toward the pairing of CLA and museum-based learning pedagogies. 284 students (aged 14 to 16) from northern Italy took part in the initiative by visiting the Natural History Museum in Venice for a CLA museum visit on animal classification through English. Data were gathered using a mixed-methods research approach, with focus groups and questionnaires given to students. Based on the interactions among the following dimensions: engagement with museum objects, use of English outside of the classroom, methodology, and students' interests, self-concept, and career plans, the results show that students showed incredibly positive attitudes toward participating in a CLA museum visit.

Mekheimr (2023) examined how EFL college students perceived and viewed the role that code switching played in enhancing their motivations and attitudes toward learning English. The purpose of the study was to determine the sociolinguistic roles played by code switching in EFL classes as well as the relationships between these roles and students' motivations and attitudes toward learning English in a college setting. It also aimed to investigate any distinctions between the motivations and attitudes of male and female pupils that might arise from the use of code switching in the classroom. Thus, through the analysis of quantitative and qualitative data, the perspectives, and introspections of the students regarding the function and effect of code switching on their language learning were examined. The research included a sample of 204 EFL students (N = 123 females and 81 males) and used mixed techniques for data collection and analysis. The Gardner's Attitude Motivation Test Battery (AMTB) was modified for use in gathering data that could be quantitatively analysed, and semi-structured interviews were used in the study to elicit information from the participants about their attitudes toward learning

English and how switching codes affected their motivations. In terms of attitudes and motivations, the results showed no statistically significant variations attributable to gender differences because of code-switching practice. Additionally, there was a favourable correlation between the students' attitudes and motivations and code switching.

Le and Le (2022) inspected factors influencing Vietnamese students' attitudes toward English learning in a tertiary institution in the Mekong region. 69 first-year students were the subjects of this qualitative research, which used structured interviews to gather data. According to the research, both internal and external factors had an impact on the students' attitudes. Regarding the internal factors, students' attitudes toward learning English were significantly influenced by their self-assurance, readiness to take risks, anxiety, curiosity, and knowledge of the value of English in their future. On the other hand, the research discovered some external variables, including teaching and learning resources, subject matter, curriculum design, and teacher-related factors, such as teacher personalities, subject-matter expertise, communication skills, and attitudes.

Abu-Snouber (2017) aimed to provide insight into the perspectives held by students at Al-Balqa applied university towards the acquisition of EFL. The research further examined the impact of learners' gender and subject of study on their perceptions. The sample size of 176 students was composed of 68 (38.6%) men and 108 (61.4%) girls. Out of the total respondents, 67 individuals, accounting for 38.1% of the sample, were pursuing their academic studies at scientific faculties. Conversely, 109 respondents, constituting 61.9% of the sample, were enrolled in various faculties within the humanities discipline. The analysis of both descriptive and inferential statistics indicated that the students in the sample had favourable views towards the acquisition of the English language. The variable

of gender was determined to be significant, since it was seen that females exhibited higher optimistic attitudes. The students' academic area of study was not associated with any differences.

Srivani et al. (2022) aimed to investigate how students in India, particularly those in Hyderabad City, view the impact and significance of Education 4.0 for enhancing English language learning. Additionally, Education 4.0 has emerged as a crucial requirement to keep up with the rapidly expanding global education system. But it is a reality that many Indian students struggle with learning English for a variety of causes. One of those factors is the use of conventional teaching methods. Students who only study using traditional methods may find it tedious and ineffective. A newer way of utilizing technology has been incorporated into education and instructional methods, which have undergone meaningful change. The technology used for teaching is also inseparable in the modern age; where work from home and online instruction are the new standard everywhere. The writers are thus driven to research how Education 4.0 has improved English learning in Hyderabad, India. The study's approach used applied quantitative research. The research used pre-tested, closed-ended surveys and post-assessments to collect data from the respondents and understand how students performed after implying Education 4.0 in their English language learning. The data was analysed using a five-point Likert scale to determine the mean values of the answers. 145 students who seek engineering degrees in the exclusive area made up the total respondents. Most of the statistics that were gathered came from urban areas. The information gathered from the respondents demonstrated that there is a clear connection between how students perceive Education 4.0 and how it is used to teach English.

Cabangcala et al. (2021) conducted a study on the global lockdown caused by the COVID-19 pandemic, which disrupted every aspect of human life, took a heavy toll on the education industry, and caused a switch from traditional face-to-face activities to online learning mode. Numerous studies have examined teachers' technological aptitude and attitudes toward online learning in the wake of the widespread closure of educational establishments across the globe. However, there is a lack of study on learners themselves in this area. This quantitative study uses the attitude towards online learning questionnaire and Javier's (2020) technological competence tool to assess the technological competence and attitude of 1,408 college students who have never used the new teaching and learning method toward online learning. Significant gender-based differences in the respondents' technological aptitude and mind-set toward online learning were also investigated. Finally, it looks at how views toward online learning and technological proficiency are related. The findings show that respondents' attitudes toward online learning were positive, and their technological proficiency was competent. Furthermore, when respondents were divided into groups based on gender, no discernible differences in technological aptitude or mind-set toward online learning were found. Finally, it has been discovered that attitude toward online learning is highly correlated with technological proficiency.

Ahmed et al. (2021) investigated how students feel about taking English classes at private universities. It is believed that attitude is an essential element of language acquisition. As a result, having a positive attitude is thought to be one of the key elements that affect language acquisition. It aids in the teaching of ESL by revealing the attitudes of students at private universities toward acquiring the language. This study's primary goal is to discover students' attitudes toward learning English and determine how to change those attitudes for the better. Students will learn English more successfully if their teachers can

engage them in engaging and effective classroom tasks that help them form positive attitudes. The researcher emphasises that the primary issue is that English is not promoted to pupils in private universities. One of the causes of their unfavourable views toward learning English is this. Students believe they are under duress to acquire English. They become reluctant to acquire the target language, such as English, as a result. The researcher used a questionnaire to collect and analyse data on the views of the students. The method of random sampling was applied. For the research, a random sample of all first- and second-year students from the college's English department at private universities was chosen. There were 214 first- and second-year pupils in the English department. According to the research, students have unfavourable emotional, behavioural, and cognitive attitudes toward learning English. As a result, the first theory is correct. The second hypothesis is supported because there is a statistically significant gender difference in students' views toward learning English at private universities. The third hypothesis is supported by the statistically significant variation in attitudes toward learning English among students at private universities according to the length of the research. The researcher concluded that there is a correlation between the three attitude elements of cognitive, behavioural, and emotional factors based on the correlation test. The correlation test revealed a negative link between cognitive and behaviour (r=.-.249**, p0.01) that the researcher discovered. Cognitive has a negative correlation (r=.-.330**, p0.01) with emotional in terms of the linear relationship between cognitive and behaviour, which is strong.

2.8 Past Research on CLA

From last three decades, CLA became popular not only in education but also in linguistics on the basis of various positive merits in accordance with effective learning to improve the expertise in different learning skills of the learners like as L2 acquisition,

reading, writing, listening, speaking, social, and natural educations (Foley & O'Donnell, 2002; Shachar & Sharan, 1994; Slavin & Madden, 1999). According to the earlier discussion, CLA is based on the small group (2-5) of learners who work together to complete the assigned tasks (Barfield, 2016) as well as solve problems for clear understanding and better improvement of the learning process (Gokhale, 1995; Graham, 2006; Johnson & Johnson, 2014; Laal & Ghodsi, 2012; Loes, 2019). Further, CLA reflects the active participation of the students in sharing ideas to explore the solutions to the problems and collaborate among students to create ideas for authentic knowledge (Alghasab et al., 2019; Bonsu, 2022; Chandra, 2015; Jones & Issroff, 2005; Laal, 2013). Storch (2002) stipulated that CLT was based upon small group work in which students motivated each other to communicate in ESL classrooms. CLA is different from CLT on the part of behaviours in the group, such as the role of the expert and the implementation of its basic five fundamentals (Johnson & Johnson, 2014).

Afni (2022) sought to determine the perceptions of Indonesian senior high school learners about CLA in Indonesian English language classrooms. 6 pupils were interviewed in a semi-structured manner to gather data, and the results were then thematically evaluated. Of the six, two had the paramount English ratings, two had the medium points, and two had the lowermost promising marks whereas the views of learners about CLA are connected to learners and their views of CLA in role-playing, CLA implications of role-playing, and learners' impressions. In addition, learners' views about CLA consist of educational advantages, societal advantages, common abilities to learn, as well as adverse aspects of CLA.

Khasanah (2023) conducted research to ascertain how students find out CLA and the Think-Pair-Share method of teaching English speaking. A descriptive quantitative study design was employed in this research. The sample included 42 pupils from classes E and F of the second-grade Al-Qur'an Harsallkum students. This study employed the census sampling approach. A questionnaire, specifically a closed ended one that was distributed to the participants, was employed as the data gathering method. The study's findings demonstrate that students were motivated to learn English speaking through small-group activities utilising the Think-Pair-Share method of CLA, and they suggest that this method can help students improve the way they speak, vocabulary, syntax, proficiency in speaking English, and retention.

Ahmed Abdel-Al Ibrahim et al. (2023) investigated the effects of CLA, the scaffolding teaching, and self-evaluation on the levels of reading nervousness, inspiration, and understanding text among Iranian EFL pupils. A representative group of 58 pupils were chosen as the sample of the research subjects after considering the outcomes of the Preliminary English Test, which included an aggregate of 71 respondents. Two distinct groups of identical size i.e., experimental and control groups were selected randomly using e convenience sampling from the population. Subsequently, both groups conducted pretests to assess their inspiration, nervousness, and understanding the text. Subsequently, both sets were subjected to a diverse range of interventions. The pupils in the intervention group were provided with scaffolding guidelines, self-evaluation and CLA as part of the intervention. In contrast, the control group underwent traditional instructor-led instruction and evaluation. Subsequently, both sets of participants underwent a post-test to assess their levels of reading nervousness, understanding of literature, and inspiration to read following the intervention. Based on the one-way analysis of variance, the post-test results of the two

groups exhibited dissimilarities. According to the findings of the analysis, the experimental group performed better than the control group in terms of reading nervousness, inspiration, and understanding the text. The study found that Iranian EFL pupils were able to improve their understanding of text and interest in reading by using a combination of CLA, self-evaluation and scaffolding teaching.

Anwar et al. (2022) intended to determine expectations of the relationship between Bangladeshi public university and Madaris students' views about CLA and their motivation to learn English. In this study, two questionnaires—one on students' views on CLA and another on students' learning motivation are used in a survey-based correlational research approach. 50 research participants partook in measured-valid questionnaires, which were then examined utilising the correlation coefficient Pearson. It was possible to anticipate that students' views on CLA were substantially and positively correlated with their motivation to learn English.

Le et al. (2018) carried out a qualitative investigation on Vietnamese teachers and students perceived obstacles to effective student collaboration to ascertain the barriers to the implementation of the CLA process. In Vietnam, the researchers gathered information from both students and instructors of many subjects, especially mathematics. They simply employed interviews as a means of gathering data. According to the investigation's findings, companionship, competency of social standing, social loafing, and the absence of collaboration abilities were the key challenges.

Haq and Sadat (2024) investigated the correlation between interpersonal factors and the academic success of Malaysian learners, and it also examined the ways in which these social features can enhance CLA and participation. The research project utilised the

concept of constructivism to examine the educational practices of pupils, and the information were gathered through questionnaires presented to undergraduates. Investigation using structural equation modelling has found that interpersonal factors have a strong and beneficial influence on proactive CLA and involvement among students. The social aspects encompassed engagement with peers and educators, the sense of being part of a social community, and use of social media platforms. Consequently, these elements had a positive impact on pupils' academic achievement. The results further substantiated the utilisation of bilateral negotiation in this investigation. The study revealed that the combination of CLA and contact with interpersonal factors had a substantial positive impact on pupil academic practices.

Sedhu et al. (2015) looked at how college students perceived the utilisation of group discussions via CLA for English language learners who are developing writing skills. Group talks improve pupils' comprehension and understanding, according to studies on CLA. Group conversations used to facilitate, CLA have inspired students to generate work that is both creative and critical-thinking provoking. Students' social ties and interpersonal skills are further developed through CLA. The respondents in this study were 24 college students split into 6 groups. After each group had finished the CLA exercise, voice recorded transcriptions of a semi-structured interview session were used to gather the data. The interpretive technique was then used to qualitatively assess the transcriptions. The interpretive technique was then used to qualitatively assess the written material. The written transcripts were reviewed and revisited until recurring concepts and themes began to appear. These themes were then classified and analysed. The findings demonstrated that students believed that CLA tended to aid them in reflecting on the subject matter and setting of the assignments they had to complete. Higher rates of task completion were seen

with this method of learning, which was also judged to boost their drive and confidence to speak with their peers in a second language.

Lee and Osman (2021) examine how UAE and Korean students perceived CLA in colleges. The internet-based surveys included 262 undergraduates. They looked at their interactions with CLA with reference to the evaluation, frequency, hurdles, assistance, and perspective in each nation. The perceived significance of CLA tasks were contrasted with their genuine frequency using significance-performance analysis. The most common group activities for students in both nations were collaboration tasks and presentations by groups, whereas virtual CLA writing as well as virtual group assessments were infrequently employed. Korean students highlighted views and language whereas UAE students listed language itself, sexual orientation, and confidentiality as the main obstacles in virtual CLA.

Kyaw (2019) examined how effective CLA was perceived by students of Myanmar. The aim of the research was to investigate how second-year students at Sagaing university of Education perceived group learning. Purposive sampling was used to identify 38 percent of second-year students who participated in CLA as research subjects. A questionnaire was employed in this study to gather demographic and administrative data from students. On top of that, a set of broad inquiries was employed to get insights and recommendations from the children regarding their schooling. Descriptive research methodology was employed for this study. Responses to surveys suggested that CLA has a variety of benefits for pupils. Initially by engaging in small teams, they encouraged interpersonal abilities. Furthermore, they benefited from learning since CLA style would aid in their greater

comprehension. Lastly, students would improve their abilities to interact and communicate in preparation for their future professions.

Lee and Yang (2020) investigated the views of undergraduates regarding the circumstances and methods in which effective engagement and learning were facilitated through CLA. CLA is a widely recognised modernist method that is praised for its capacity to facilitate the collective development of understanding among participants. Previous studies have identified social-cultural obstacles that hinder pupils from engaging in CLA, notably in Eastern nations. This study investigated the views of learners on CLA assignments over 3 months period. Surveys uncovered significant insights into pupils' viewpoints on the definition and significance of productive and purposeful collaboration work in educational institutions, as well as the factors that drive their motivation and engagement in such work. The survey results, which were utilised to validate the interview outcomes, indicated that students' perceptions of CLA were reinforced by fundamental components of experiential educational settings.

Azizah (2022) measured how learners perceive CLA strategies, particularly when they are used in group tasks. Using a questionnaire as the primary instrument, this research approach conducts a survey investigation. The subjects who partook in this study consisted of 79 English language education learners. The information was gathered using the abridged survey instrument which has five components: creation of groups, development of skills, collaborative expertise, the importance of working together, and group work evaluation. A total of fifty questions on a Likert scale with five points, from strongly disagree to strongly agree, were included. The data were analysed employing Microsoft

Excel, and the findings indicate that pupils are drawn to those that put forth a lot of effort in collaborative tasks.

Govindasamy and Shah (2020) explored the views of learners about CLA speaking assignments in ESL classes by performing pair-work speaking exercises. Therefore, 100 form three learners were selected to carry out this study. Five weeks of pair work speaking exercises were held in the school's English language classrooms to investigate students' perspectives on group speaking assignments. A five-item Likert scale questionnaire was distributed to every single respondent using Google form as the method for gathering data for this study. The data were evaluated by frequency and t-test. According to the results, most students think that speaking exercises in pairs are an effective way to boost their confidence when taking speaking classes. Positive feedback from their peers' perspectives revealed that they can improve their speaking skills with classmates while also discovering that their language instructors only have a little influence in this.

Choy and Cheung (2022) investigated how Singapore primary school children perceive CLA and self-directed learning in English writing courses, both with and without the use of technological devices for communication and information. 408 learners freely took part in this research project. With values ranging from 3.73 to 3.90 on a 5-point Likert scale, the results demonstrated that participants' perspectives of CLA and self-directed learning were favourable in both the control and information and computer technology enhanced experimental groups. The perceptions of CLA and self-directed learning for both groups varied from 2.98 to 3.72 and were consistently lower than sans technology. The variation in views between the control and experimental groups was compared using multivariate analysis of variance. They may practise CLA skills by sharing their tales and

giving helpful peer criticism on online notice boards. They can also practise self-directed learning skills by using the online writing helper tool. According to the findings, students in the experimental group who used information and computer technology were more likely to have favourable perspectives of both self-directed learning and CLA while using technology.

Dewi and Muhid (2021) conducted a study to determine the attitudes of pupils towards CLA using information and computer technology through distance learning and to examine the views of men and women in this regard. This study combines quantitative and qualitative methods, utilising a questionnaire with a 5-point Likert scale and student interviews, respectively. According to the study's findings, most students believe that using information and computer technology for CLA has a beneficial effect on students' attitudes during the epidemic. In addition, women outnumber men in most categories, although men are significantly more interested in utilising online resources in their daily lives.

Aini et al. (2022) conducted a research study to understand how students felt about CLA for reducing speaking anxiety. Learners of 11th grade of an Islamic School in the royal district of East Lombok were the subjects of the study. A total of 33 pupils from four classes served as the study's overall sample size. Considering the data for this study was gathered through a survey, observation, and an interview, the research was subjective in nature. Based on their answers to the questionnaire, learners believed that CLA would assist them acquire the ability to speak, and this perception increased to 85.5%. However, data from the interviews and observations show that students also believed that CLA could assist them overcome their fear of speaking in public.

Zhu and Eamoraphan (2022) investigated how learners at the chosen Bangkok school of Thailand, feel about adopting CLA strategy to learn and teach English. Additionally, it was decided to see if there had been any notable disparities in how the gender and educational attainment of learners varied and how they perceived the usage of CLA technique to learn and teach English. 130 pupils in 12th grade and two English language teachers from the chosen institution in 2020 served as participants. Two interview sheets and a questionnaire were utilised to gather the information that was required. The data were examined using independent sample t-tests, mean, standard deviation, and analysis of variance. The results of the research showed that class 12 pupil's views of CLA strategies in English learning and teaching at the chosen school level were revealed as positive and no significant differences between the perceptions and genders of pupils using CLA were reported. Likewise, no significant differences between the attainment and perceptions of pupils about CLA were found. In the end, the pupils revealed that CLA activities proved helpful in improving their understanding of the material.

Law et al. (2017) aimed at investigating how CLA affects the education learners' involvement towards learning English. The chosen education pupil perspectives of engagement were investigated using a qualitative descriptive technique. Interviews with a semi-structured format were used during the research. The recorded interview data were encrypted, categorised, and analysed employing thematic analysis methods. The investigation discovered that there is room for additional studies on the involvement of pupils in instruction, moreover, education students' involvement improved through CLA in learning English.

Zhang et al. (2018) conducted a study in which key determinants of learners' dropout behaviours are their beliefs of teamwork and satisfaction. The investigation offered an online CLA method that combined two groups as inter and intra talks utilising survey techniques. This investigation examined how Chinese college students perceived CLA and satisfaction in an online class activity through surveys and interviews. The findings indicated that students had a favourable perspective on the CLA process and were pleased with the internet-based educational activities. The design and implementation of an online CLA exercise were suggested as an additional solution to the faced problems in learning.

Almajed et al. (2016) attempted to enhance learners' ability to acquire important abilities, such as collaboration in teams of various disciplines. Understanding how learners feel towards CLA is necessary to create engaging CLA exercises. Few research studies, meanwhile, have investigated how pupils comprehend CLA. By examining how individuals constructed their CLA instances, this qualitative investigation intended to fill this research gap. Using a thematic inductive analysis technique, the focus group information from the volunteers—14 first and 14 fourth-year dentistry students—were analysed. The results clarified the perspectives of learners of critical elements for promoting effective learning in CLA setting experiencing the right mix of learners and fostering harmonious engagement and communications, particularly questioning, clarifying, and resolving comprehension disagreements as well as recognising their methods of learning.

It is no doubt an efficient way for the weak students to get help from the competent students in small groups through cooperation is one of the best ways of fostering learning

in classrooms (Maton, 2016). The students who work individually used to be stuck somewhere in the activities or tasks but the students who work in collaboration can easily get help from the experts. Gabriele (2007) also conducted a study on thirty-two lower upper elementary students who were divided in pairs in accordance with high achievers to increase the understanding level for problem solving activities at Midwest urban school of USA. The study was related to examine the impact of high achieving learners on the improvement of achieving goals and understanding through supervising low achieving learners. With the help of videotapes, the problems of the words of mathematics were solved collectively and transcribed. After applying post-tests on individuals with the same problems in the experiment, it was concluded on the part of constructive activities that low achievers improved their abilities through high achievers.

Anwar et al. (2021) determined possibilities of the connection between students' perceptions of CLA and their motivation to learn English in a secondary school located in a remote area. The research used a correlational survey-based research design with two questionnaires, one asking about learning and the other on students' perceptions about CLA. Fifty participants partook in two measured-valid questionnaires, which were then examined employing Pearson correlation. It was possible to anticipate that students' experiences of CLA were considerably and highly correlated with the results since the estimated r was 0.568 and the significant value was 0.003. Therefore, it was hypothesised that motivation of learning would be considerably and strongly connected with students' perceptions of CLA in English classes. This study demonstrates how strongly students have endorsed CLA, where instructors work together with a variety of outside parties (particularly professors), and how this is thought to benefit students' drive for performance. This study also demonstrated that to engage learners' current and future self-images and

increase learning motivation, learning techniques must be carefully chosen and cooperatively created to match learners' expectations.

Tanaka and Sanchez (2016) looked at a group of 20 first-year Japanese college students' perspectives on peer questioning during group reading activities. Following an hour-long interactive reading explanation by the lecturer, during which the students were urged to participate fully, The next three steps were then explained to the class as they worked with the lecturer to analyse the readings: Writing questions about parts of the book they had trouble understanding on their own, peer questioning in pairs or groups utilising those questions, and writing responses to their own questions are the three steps students use. A questionnaire was given out following the first four sessions of this treatment to see whether the patients felt their reading comprehension had improved. The findings imply that pupils viewed peer questioning favourably. They insisted that it improved their comprehension of the subject matter. They insisted that it increased their speaking abilities as well as how well they understood the subject matter.

Kessler (2003) also worked on CLA’s application on courses of teaching along with the problems. Kessler contacted 595 teachers randomly through email to fill surveys in the USA. The survey was planned in four numerous ways to teach English such as the usage of CLA for the first time by the teachers, the teachers who used CLA but did not like it, the teachers who applied CLA, and the teachers who used several elements of CLA. In response to the traditional method, it proved effective and better because 86 per cent of the teachers accepted CLA as an interactive and social process. There were different problems on the part of CLA in surveys like developing the commitment of the learners in

accordance with inability while working in a supportive environment. In the process of examining the work of individuals, the method is concluded as problematic.

Jieun and Osman (2021) compared the views and observations of Korean and United Arab Emirates' learners who were enrolled in university campuses that offered online CLA. Surveys conducted online included 262 pupils from colleges. The researchers looked at their interactions with online CLA with respect to evaluation, frequency, hurdles, assistance, and attitude in each nation. The perceived significance of online CLA tasks was contrasted with their factual occurrence using Relevance-Performance Analysis. The most common group activities for students in both nations were collaborative assignments and presentation tasks, while online collaborative writing and online group assessments were infrequently employed. Korean students indicated certain obstacles as attitudes and language whereas United Arab Emirates pupils indicated gender, language, and privacy as the main obstacles to online CLA. Even though students from both nations as Korea and the United Arab Emirates shared many cultural traits, United Arab Emirates students experienced online CLA more frequently and had a more favourable view toward it.

Mehta et al. (2021) measured the views of learners of Padlet-mediated learning and uncover any material-specific variances, the researchers utilised Padlet to mediate CLA between undergraduates representing two different fields of study such as Bioscience and Dentistry. Although CLA has advantages, it is still unclear how learners use electronic resources for assisting it or whether there exist any understanding gaps associated with the subject matter. The Shapiro-Wilk distributional test was employed to evaluate the distribution of the data, the Mann-Whitney U test was applied to evaluate response distribution, and Spearman's rank correlation coefficient was utilised to analyse

relationships. According to the data, most students in both cohorts thought Padlet was simple to use and helpful for learning. Compared to bioscience learners, dentistry learners said Padlet was more useful for learning and simpler to operate (p 0.01). Bioscience learners preferred to use Padlet for CLA, while many Dentistry learners experienced more comfortable asking inquiries and comprehending the material on Padlet.

Judy-Shih (2021) explored and compared the effects of individual and CLA logs, two types of Google Sheets learning logs, on the improvement of EFL undergraduates' autonomy in a semester time. Respondents consisted of 62 EFL students from a Taiwanese private university taking an English optional course. Focus group and semi-structured interviews, student surveys, and log records were used to gather qualitative data. The findings showed that how learners used metacognitive techniques during the logging procedure and how learners' beliefs interacted with their mental abilities and affective intellects. The usage of CLA logs also highlighted the advantages of interacting with others.

Nakata et al. (2022) investigated how a particular class mode develops in the setting of CLA and how it influences students' motivation and academic performance. 51 pupils from high school who were enrolled in three distinct classes (designated as A, B, and C) and who received the same instruction from the exact same instructor for an entire year were the subject of many sources of data collection. In all three classrooms, there were noticeably distinct trends of inspirational shifts and modifications in views on collaborative and teamwork, according to the quantitative evaluation of multiple answers to questionnaires. According to the qualitative evaluation of interviews as well as observations of collaborative and team activities, even in homogeneous groups of students

having identical L1 as well as comparable competence levels following the same curriculum, diverse classroom forms of regulation are likely to appear. The results suggest that one of the keys to fostering an encouraging educational setting in which learners motivate and affect one another is socially acceptable supervision amongst classmates.

Al-Ahdal and Alharbi (2021) conducted a study to offer suggestions on ways to enhance the use of fundamental knowledge. The initial findings from employing mobile-assisted language learning as a technique of CLA with advanced EFL students at Majmaah University and Qassim University revealed better vocabulary retention. The study used a mix of methods with eighty respondents from two Institutions for a period of three months, evaluating before and after-test outcomes between genders and gaining immediate instructor-learner responses via questionnaires. Their perspectives on group learning and the use of electronic gadgets as educational tools on campuses were the main topics of the questioning. The use of mobile phones for collaboration by the participants in the experimental group enhanced their ability to retain vocabulary in post-intervention, and their collective performance improved with a greater number of learners achieving close to the average. In contrast, the control group displayed no noticeable variance in accomplishments.

Chen (2021) examined the impacts of technology-mediated Task-based language teaching assignments that require group collaboration among students enrolled in an EFL course designed to improve their English-speaking skills. Twenty-five pupils took part in the study in all, and they were split into groups of four to six. Over the span of a semester, every group was required to produce seven English-language five-minute videos via a smartphone camera on subjects given to them by their instructor. The pre- and post-test

findings showed that the exercises were successful in enhancing students' English-speaking skills via CLA. According to pupil comments on Facebook and insights made in class, most students had favourable perspectives about the assignment to create a video with their various teams utilizing technology.

Zhang et al. (2021) examined the manifestations of language learners' satisfaction and emotion control during online CLA. Using an application for social media to assist online collaborative activities, 6 Chinese EFL undergraduates worked in two groups to complete the study. To investigate the processes of regulation of emotions behind the team-level satisfaction in the two groups, video recording and semi-structured interviews of the online group interaction were conducted. Idio-dynamic approach was used to investigate the point in time-to-moment evolution of satisfaction at individual as well as collective levels. The results showed how people's levels of enjoyment changed over time as they worked together on collaborative projects.

To comprehend how contacts affect educational requirements; Almusharraf and Bailey (2021) examined the intermediary effect that autonomous involvement has on CLA orientations inside an EFL video-conferencing class. A combined 329 undergraduates from four South Korean institutions were enlisted for involvement in the questionnaire. Therefore, SPSS was used along with several data screening techniques for data analysis. The results showed that prerequisites for educational achievement were statistically revealed significantly by CLA orientations, but the link was much more moderate when an agentic involvement was added in the model.

2.9 Research Gaps in CLA Literature

It could be asserted that CLA has emerged as the most captivating and focused concept in English language learning research in recent times based on the thorough examination of the scientific available literature of the past years. A demanding concept of CLA needs to be investigated in different social and cultural scenario to get interesting and unique results. So far as CLA is investigated via focusing on students' motivation (Anwar et al., 2021; Choy & Cheung, 2022), academic performance (Nakata et al., 2022), social skills (Azizah, 2022; Grami, 2020), emotional satisfaction (Zhang et al., 2021), confidence (Almusharraf & Bailey, 2021), vocabulary retention (Al-Ahdal & Alharbi, 2021), autonomy (Judy-Shih, 2021), fear (Chen, 2021), anxiety (Aini et al., 2022), interactional challenges (Jieun & Osman, 2021), problem-solving (Dewi & Muhid, 2021), and attitudes (Kyaw, 2019). Therefore, three aspects of attitudes towards learning English, views, and challenges on five elements of CLA in ESL classes are overlooked by the investigators. In addition, perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English, views, and challenges in CLA in learning English are also considered. Hence, this research aims to examine Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in the CLA match their teachers' perspectives.

There is lack of detailed questionnaires on Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in CLA in learning English. Questionnaires were developed for L1 contexts (Gardner, 1985, 2004; Petrides, 2006; Viet, 2017; Zuo et al., 2019), ESL (Abidin et al., 2012; Abu-Snoubar, 2017; Ahmed, 2015; Alkaff, 2013), and EFL (Eshghinejad, 2016; Ming et al., 2011; Naqeep & Zaued, 2014) contexts on diverse levels on various subjects. However, these questionnaires could not

consist of the suitable items for Pakistani ESL context due to some critical reasons. The questionnaire designed for L1 and EFL contexts consist of students' perspectives on CLA at school, college, and graduate levels in different subjects like Science, Mathematics etc. (Le et al., 2018). In EFL context, the investigators also followed the questionnaire derived for L1 context in different educational settings (Ahmed, 2015). Therefore, suitable questionnaires for getting the responses of Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in CLA in learning English were not found. However, detailed questionnaires were developed and validated based on the selected items from the questionnaires of L1 and EFL settings.

CLA has been investigated via sociocultural approaches in L1 and EFL educational environments whereas sociocultural perspective is rarely employed on CLA in Pakistani ESL context. Therefore, sociocultural theory should be employed in Pakistani ESL context to gain novel insight about CLA in learning English because learning English is the outcome of students' interaction in authentic environment (Lantolf, 2023). CLT approaches in contemporary era also believe in the implementation of sociocultural theory for ESL students' learning English language. Hence, sociocultural theory is focused to examine Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in CLA in learning English.

2.10 Chapter Summary

This chapter started with the main perspectives of this study to provide a solid foundation. Then, the theoretical and conceptual frameworks provided the base for the language learning theory for CLA in this research. After this, a related literature review on

CLA and attitudes towards learning English was discussed that provided the gaps and needs of this study. The coming chapter discusses the research methodology of this study.

CHAPTER 3

METHODOLOGY

3.1 Overview

The chapter opens with an overview of the current investigation, including the research objectives and questions. Further, it presents a comprehensive overview of various key components including the research design, development and validation of questionnaires, research framework, sampling technique, sample size, ethical considerations, data collection procedure, data analysis, and construct levels for the interpretation of results. The present chapter ends with a concise summary based on its key points.

3.2 Research Objectives

The aim of this study was to examine the extent to which Pakistani ESL undergraduates' attitudes, views, and challenges in CLA match their teachers' perspectives. This aim is further addressed by the following research objectives:

i. To assess the attitudes of Pakistani ESL undergraduates towards learning English.

ii. To examine the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English.

iii. To determine the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani

ESL teachers about their undergraduates' attitudes towards learning English.

iv. To explore the views of Pakistani ESL undergraduates about CLA in learning English.

v. To examine the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English.

vi. To determine the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of ESL teachers about their undergraduates on CLA in learning English

vii. To identify the challenges faced by Pakistani ESL undergraduates in CLA in learning English.

viii. To examine the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

ix. To determine the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

3.3 Research Questions

i. What are the attitudes of Pakistani ESL undergraduates towards learning English?

ii. What are the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iii. What is the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iv. What are the views of Pakistani ESL undergraduates about CLA in learning English?

v. What are the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English?

vi. What is the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of ESL teachers about their undergraduates on CLA in learning English?

vii. What are the challenges faced by Pakistani ESL undergraduates in CLA in learning English?

viii. What are the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

ix. What is the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

3.4 Research Design

The paradigm that forms the basis of an investigation, shaped by the investigator's perspectives, preconceived notions, and standards, influences both the methodology of the study and the analysis of the research's results (Lambert et al., 2023). A study's paradigm can be defined as a collection of views about the environment and the appropriate methods and subjects for investigating it (Punch, 2009, p. 16). This way of thinking is based on conceptual principles (Creswell & Crewell, 2017; Luu et al., 2023). To provide a clear picture of the conducted research studies, researchers must comprehend the philosophical underpinnings that are related to the social reality that exists (Crewell, 2021; Lambert et al., 2023; Punch, 2005; Soodmand Afshar & Ranjbar, 2023). These guidelines give the researchers guidance for all stages to pursue the research studies, covering research methodologies, research considerations, instruments, and means of data collection (Cohen et al., 2018; Yu et al., 2010). The positivist school of philosophy influences this research paradigm. This research is impacted by various perspectives on reality-based findings (Creswell, 2021). The ontological concern is linked with the type of events that occur in the social environment because the intellectuals raise questions regarding the structure of reality and tangible components in the research phenomenon (Chong & Plonsky, 2023; Creswell & Creswell, 2017; Shan, 2022; Thomas, 2009). The social facts being studied in the social realm are connected to ontological presumptions (Lambert et al., 2023). They strive to ascertain that reality is formed either by cognitive patterns of the individuals as the result of their perceptions and social interactions or is objective and external to the individuals (Cohen et al., 2018; Shan, 2022). These two primary concepts illicit the distinct perspectives on societal reality. First, the objectivism holds that societal phenomena are "typified as external to subjective meaning, constraining of the individual and enduring

over time" (Kettley, 2010, p. 64), and the second concept is subjectivism that accepts social phenomena are "constituted through personal meaning, interaction, and subjective interpretations. Ideas construct reality (…) through human motivation and actions" (p. 68). The aim of the current investigation is based upon the ontological presumption that social processes may be understood through views and attitudes of research participants. Therefore, fulfilling the objectives of this research requires the understanding of the perspectives, attitudes, emotions, relationships, interactions, and behaviours of the undergraduates and teachers about CLA in learning English.

Due to its typical goal of impartially examining a theory, quantitative research is typically connected to the positivist paradigm (Bryman, 2016; Creswell, 2021; Creswell & Creswell, 2017; Shan, 2022). Positivists hold the belief that the social realm encompasses an immutable and tangible existence that could be empirically quantified (Cohen et al., 2018; Creswell & Creswell, 2017; Rahman, 2017). Quantitative research deals with "inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analysed with statistical procedures" (Creswell, 1994, p. 2). It seeks to ascertain whether the generalisation of the theory proposed by the investigator applies to the current investigation. In quantitative research, the data is often gathered from several research participants in a short span of time (Bryman, 2016; Connolly, 2007; Creswell, 2021; Creswell & Creswell, 2017; Dörnyei, 2007).

This study style is employed to examine and provide solutions to inquiries pertaining to the degree, quantity, and magnitude of a phenomenon (Rasinger, 2013). According to Rahman (2017), quantitative research approaches prioritise the measurement of variables that are present inside the context of social life. According to Payne and Payne (2004, p. 180), quantitative methods, typically employing deductive reasoning, aim to

identify patterns in human experiences by breaking down the social realm into empirical elements known as variables. These variables can be quantitatively embodied as frequency ranges or rates, allowing for the examination of their relationships by means of methods of statistical analysis. Researchers can access these associations by introducing stimuli and employing systematic measurement. Quantitative research throughout the field of social science focuses on identifying and quantifying patterns in social conduct, rather than only evaluating their deeper implications and ideas. The positivist perspective encompasses statistical techniques, including assessing both the reliability and validity of data, which facilitate the reproduction of outcomes (Weber, 2004). One of the primary benefits associated with the quantitative research approach is the ability to extrapolate the results to the entire population or a specific subset thereof (Rahman, 2017). The analysis is more efficient due to the utilisation of statistical tools such as SPSS (Connolly, 2007).

The choice of a survey-based quantitative research design for this study is underpinned by its ability to systematically capture a wide range of responses from a large sample, thus enabling the exploration of patterns, relationships, and generalizable findings within a defined population (Chong & Plonsky, 2023). Survey research is particularly effective in educational contexts where the aim is to quantify attitudes, beliefs, and perceptions across diverse groups (Creswell & Creswell, 2017). By leveraging structured data collection methods, this design facilitates the measurement of variables with precision, allowing the researcher to draw statistically significant conclusions from the collected data (Creswell, 2021). This methodological approach is well-suited for examining the attitudes of Pakistani ESL undergraduates and their teachers toward CLA activities, as it enables a comprehensive analysis of both individual and group-level responses, thus providing a holistic understanding of the research problem (Bryman, 2016).

Furthermore, survey-based research offers advantages in terms of scalability and efficiency, particularly when dealing with large populations distributed across multiple sites (Thomas, 2009), such as the seven English departments targeted in this study. It allows for the collection of data within a relatively short timeframe, ensuring that the findings are both timely and relevant to current educational practices (Shan, 2022). The use of a quantitative approach also facilitates the application of statistical techniques to assess correlations and trends, thereby enhancing the rigor and objectivity of the research (Bryman, 2016). Given the study's focus on assessing attitudes, views, and challenges related to CLA, a survey-based quantitative design was deemed appropriate for systematically capturing the perspectives of a large cohort, thus ensuring the robustness and generalizability of the results.

According to Gentugao et al. (2014), quantitative research is characterised by the deliberate and unbiased conversion of data into numerical form to derive insights concerning variables and their interconnectedness (p. 139). The quantitative methodology provides objective and empirical facts on the subject matter (Kalsoom et al., 2020). According to Kalsoom et al. (2020), the utilisation of quantitative methods, such as surveys, provide objective results of the phenomena under investigation, hence yielding accurate conclusions. According to Curry (1983), in the context of quantitative research, it is essential for the researcher to establish well-defined study objectives and formulate precise research questions to obtain meaningful results. Therefore, in accordance with the research inquiries and goals, the present study employed a survey methodology, utilising questionnaires to be the primary means of data collecting. The current study employed a survey design within the framework of the quantitative research technique. According to Taherdoost (2016), survey design is the most often employed approach in quantitative

research. The design of this study centres around a specific target group, referred to as the sample, which is assessed using a questionnaire and analysed using statistical methods (Taherdoost, 2016). According to Taherdoost (2022), the chosen sample is indicative of the whole population's ideas, perspectives, beliefs, and views. Creswell and Creswell (2017) argue that the use of quantitative survey design enables researchers to address inquiries pertaining to the nature, magnitude, and interrelationships of variables.

The present study employed modified questionnaires that were adapted from prior research projects and underwent validation procedures. To assess the attitudes of Pakistani ESL undergraduates and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English, the attitude questionnaires underwent adaptation for the purpose of this study from the prior research conducted (Abidin et al., 2012; Abu-Snoubar, 2017; Ahmed, 2015; Alkaff, 2013; Al-Noursi, 2013; Al-Samadani & Ibnian, 2015; Al-Tamimi & Shuib, 2009; Boonrangsri et al., 2004; Eshghinejad, 2016; Gardner, 1985, 2004; Ibnian, 2017; Kashefian-Naeeini et al., 2018; Matsuda, 2000; Ming et al., 2011; Naqeep & Zaued, 2014; Petrides, 2006; Tahaineh & Dana, 2013; Viet, 2017; Young, 2006; Yu, 2010; Zuo et al., 2019). Furthermore, in order to explore the views of Pakistani ESL undergraduates about CLA in learning English and examine the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English, the CLA questionnaires for both ESL undergraduates and teachers were derived from the past research works (Abrami et al., 1995; Alhabeedi, 2015; AlMashjari, 2012; Basta, 2011; Brown, 2008; Buchs et al., 2017; Chatterjee, 2015; Chen, 2005; Duckworth, 2010; Erdem, 2009; Er & Aksu Atac, 2014; Farzaneh & Nejadansari, 2014; Gonzales & Torres, 2015; Ingleton et al., 2000; Lucha et al., 2015; McLeish, 2009; Murray, 2008; Neo et al., 2012; Titsankaew, 2015; Xuan, 2015). The questionnaire used to identify the

challenges faced by Pakistani ESL undergraduates in CLA in learning English and examine the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English were adapted relying on the previous research studies (Abrami et al., 1995; Albore & Lanka, 2018; AlMashjari, 2012; Bayat, 2004; Bonacich et al., 1976; Bronet, 2008; Buchs et al., 2017; Davis, 1993; Duckworth, 2010; Gonzales & Torres, 2015; Johnson & Johnson, 2009; Ingham et al., 1974; Ingleton et al., 2000; Kerr & Bruun, 1983; Liu, 2015; MacGregor, 1991; Neo et al., 2012; Othman & Murad, 2015; Race, 2007; Xuan, 2015). According to Dörnyei and Taguchi (2010), the use of a questionnaire is a highly effective method for gathering data from extensive samples, since it requires a shorter amount of time in comparison to alternative means of collecting data. In a similar vein, Rasinger (2010) posited that a questionnaire can serve as a valuable means of gathering data on a significant scale, requiring minimum work and a straightforward method. Additionally, Creswell (2014) provided an explanation of the survey technique, stating that it is utilised to provide a quantitative or numerical depiction of the patterns, attitudes, and viewpoints within a community through the examination of a representative subset of that group (p. 155). Other scholars, like Dörnyei and Taguchi (2010) and Creswell and Creswell (2017), have also posited that questionnaires offer many advantages in research, such as efficiency, adaptability, and time-saving capabilities. The design of the study should align with the research aims, ensuring a clear understanding of how the study's findings will be utilised (Phellas et al., 2011). Therefore, this study aims to examine to which extent Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in CLA match their teachers' perspectives.

While research methodologies themselves are not inherently classified as either correct or incorrect, their effectiveness largely depends on how they are applied. The

manner in which these methodologies are implemented can significantly influence their relevance, validity, and usefulness in addressing specific research objectives and questions (Denscombe, 2010). An optimal survey design, as illustrated in Figure 3.1, ensures the integrity of the research process by carefully considering key elements such as sampling procedures, questionnaire development, administration, validation, and data analysis. These components collectively contribute to the accuracy and reliability of the research outcomes.

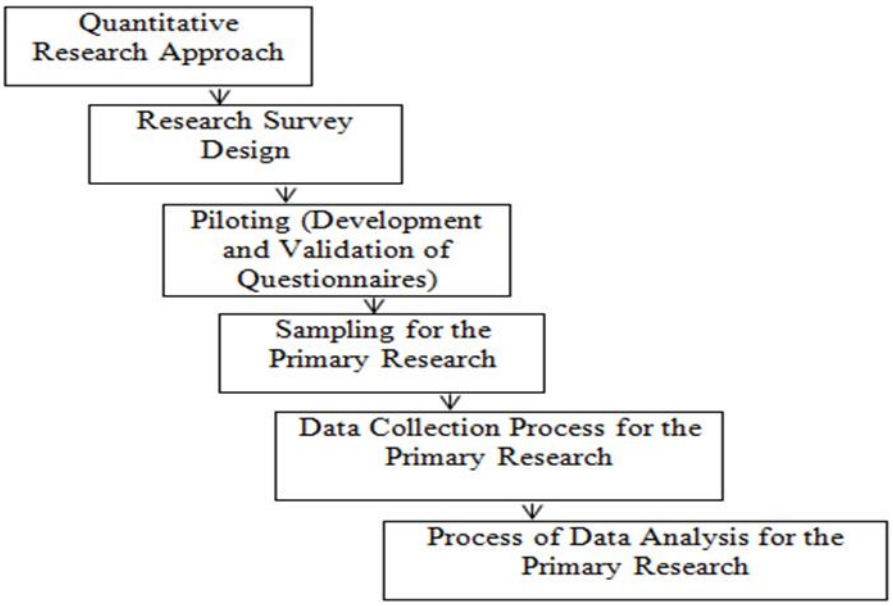


Figure 3.1: Components of Research Design

3.5 Development and Validation of Questionnaires

Instruments for the present study are questionnaires. The surveys were derived from previous research investigations, which will be discussed in depth later. The questionnaires were adapted because these questionnaires were developed in EFL, L1, and other ESL contexts excluding Pakistan (Khan et al., 2023). Therefore, it was essential to bring about certain changes in existing questionnaires to apply in Pakistani ESL context so that ESL undergraduates and teachers feel comfortable to give responses to the items. The

basic guideline suggested by Cohen et al. (2018) for choosing the type of questionnaires via rule of thumb is “the larger the size of the sample, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire can be” (p. 474). The questionnaires used in the current study were designed to collect evidence to support the findings.

The questionnaire is considered quite systematic and structured technique of data collection from the research participants (Jarrett & Krug, 2021). Cohen et al. (2018) recommended to the researcher to decide to assure that the items of the questionnaire are simple, lucid, accurate, obvious, and responsive. The most important thing relies on the type of questions/items included in the questionnaires to produce that the data should be pertinent to the purpose of the conducted research (Eichhorn, 2022; Champagne, 2014; Shimizu et al., 2020). Consequently, taking into consideration the difficulties raised by a group of researchers (Aarons, 2021; Champagne, 2014; Hilton, 2017; Krosnick & Stanley, 2010; Krosnick et al., 2015). The questionnaires were developed in lieu of practical considerations such as operationalisation, ethical issues, items’ order and planning, items’ construction, and terms, and in the last administrative purpose. Additionally, a list of helpful guidelines for developing questionnaires that Cohen et al. (2018) summarised from the manual created by Sellitz et al. (1976) is used as guidance (p. 498).

One of the most widely used and popular ways to gather information on views and attitudes from many participants is through survey questionnaires (Eichhorn, 2022). In ESL research, it has been applied to investigate a wide range of problems. Researchers can gather data from students about themselves through questionnaires that is often not

possible through production data alone. One of the main benefits of employing survey questionnaires is that, in addition to being affordable and useful, they can frequently obtain longitudinal data from students in a short amount of time. Using questionnaires, numerous participants can provide information that is similar. Additionally, survey questionnaires can be distributed in a variety of ways, including in-person, over the phone, by mail-in forms, and via email, giving the researcher more freedom when gathering data. Because of their flexible design, questionnaires can be used for a variety of research projects because they can yield quantifiable and measurable data (Macky & Gass, 2005).

Questionnaire surveys are widely used methods of collecting data in ESL research (Dörnyei & Taguchi, 2010). Because they are simple to create, flexible, and effective for rapidly capturing a significant amount of data in a method that is simply and easily interpretable (Kinginger & Schrauf, 2023). Brown (2001, p. 6, cited in Mackey & Gass, 2005) clearly stated that "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Further to support the above-mentioned argument Brown (2001, p. 2, as cited in McKay, 2006) states that questionnaire surveys used in ESL language are any type of studies "that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires".

According to Dörnyei (2003, cited in McKay, 2006) and Nardi (2018), questionnaire surveys can yield three distinct kinds of information such as real and practical data, behavioural data, and psychological details. Additionally, Mackey and Gass (2015) and Coombe and Davidson (2015) stated that questionnaire surveys are an

extremely helpful tool for investigators to obtain the data quickly and cheaply. Because of this, questionnaires are a remarkably efficient tool for teachers to learn more about the history, routines, and preferences of their pupils. This knowledge may then be applied to the creation of curricula. This study employed polls with questionnaires to collect data on the perspectives of undergraduate students and teachers, as well as their attitudes towards English language in government universities in Pakistan. The investigation utilised six questionnaires for survey respondents to collect data (see Appendices C section 2,3,4 and D section 2,3,4). Quantitative research via questionnaire surveys was chosen over other survey techniques because it is appropriate for academic research; collection of data using this technique is easy to quantify; it gives research participants enough time to provide precise and complete answers; and it is energy, time, and money efficient. After being modified in accordance with the goals of this study, the research survey questionnaires were developed based on prior studies which are mentioned below. Special attention was paid during the questionnaire's preparation to the items' quality and standard along with the tools' reliability, transparency, and applicability (Mackey & Gass, 2015).

A 5 point-Likert scale questionnaire on the views of ESL undergraduates on CLA in learning English contained 35 items with an alpha value of 0.945 (α= 0.945). This questionnaire was adapted from the past research works (Abrami et al., 1995; Alhabeedi, 2015; AlMashjari, 2012; Basta, 2011; Brown, 2008; Buchs et al., 2017; Chatterjee, 2015; Chen, 2005; Duckworth, 2010; Erdem, 2009; Er & Aksu Atac, 2014; Farzaneh & Nejadansari, 2014; Gonzales & Torres, 2015; Ingleton et al., 2000; Lucha et al., 2015; McLeish, 2009; Murray, 2008; Neo et al., 2012; Titsankaew, 2015; Xuan, 2015). Likewise, a 5 point-Likert scale questionnaire on the perspectives of Pakistani ESL teachers about their undergraduates on CLA towards learning English with 35 items with alpha value of

0.942 (α= 0.942) was similarly adapted from the same past research due to the unavailability of the suitable instruments for teachers. In addition, the items of the questionnaires were based on basic five elements of CLA such as positive interdependence, group processing, social/interpersonal skills, individual and group accountability, and face-to-face promotive interaction (Johnson et al., 1998) in learning English.

This questionnaire on the challenges faced by ESL undergraduates in CLA was adapted from the past research (Abrami et al., 1995; Albore & Lanka, 2018; AlMashjari, 2012; Bayat, 2004; Bonacich et al., 1976; Bronet, 2008; Buchs et al., 2017; Davis, 1993; Duckworth, 2010; Gonzales & Torres, 2015; Johnson & Johnson, 2009; Ingham et al., 1974; Ingleton et al., 2000; Kerr & Bruun, 1983; Liu, 2015; MacGregor, 1991; Neo et al., 2012; Othman & Murad, 2015; Race, 2007; Xuan, 2015). Besides, the items of the adapted questionnaire were based on basic five elements of CLA such as positive interdependence, group processing, social/interpersonal skills, individual and group accountability, and face to face promotive interaction (Johnson et al., 1998) in learning English.

A 5 point-Likert scale questionnaire on the attitudes of Pakistani ESL undergraduates towards learning English contained 25 items with an alpha value of 0.966 (α= 0.966). This questionnaire was also adapted from the previous studies (Abidin et al., 2012; Abu-Snoubar, 2017; Ahmed, 2015; Alkaff, 2013; Al-Noursi, 2013; Al-Samadani & Ibnian, 2015; Al-Tamimi & Shuib, 2009; Boonrangsri et al., 2004; Eshghinejad, 2016; Gardner, 1985, 2004; Ibnian, 2017; Kashefian-Naeeini et al., 2018; Matsuda, 2000; Ming et al., 2011; Naqeep & Zaued, 2014; Petrides, 2006; Tahaineh & Dana, 2013; Viet, 2017; Young, 2006; Yu, 2010; Zuo et al., 2019). In the same way, the questionnaire for the

teachers' views about the attitudes of their undergraduates towards learning English was adapted from the same resources that consist of 25 items with alpha value of 0.988 (α= 0.988) because of the unavailability of the appropriate questionnaires for the views of ESL teachers about their undergraduates' attitudes towards learning English. Moreover, the items of both questionnaires were based on three key and main aspects of attitudes such as affective, cognitive, and behavioural. Meerah et al. (2012) propounded a design for the process of developing questionnaires based on five steps. In this research, this design was followed in Figure 3.2.

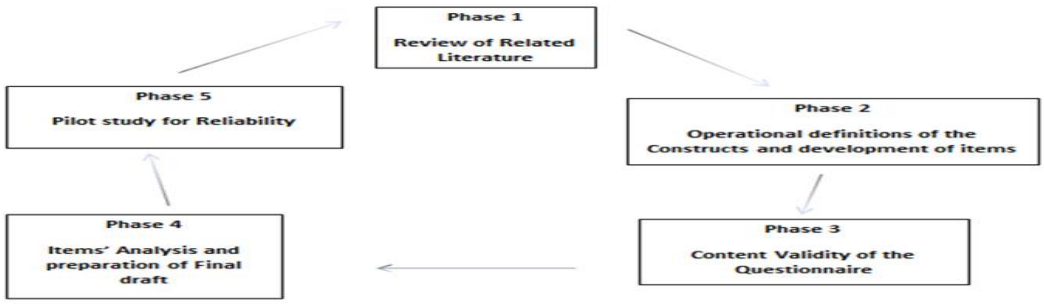


Figure 3.2: Various Steps of the Questionnaire Development Model (Meerah et al., 2012)

3.5.1 First Phase

After a thorough literature review, it was seen that several questionnaires were developed in the past on CLA for learning English. However, there are certain gaps, deficiencies, and flaws in the previously developed questionnaires. These questionnaires were developed either for school or college students of L1 and EFL contexts. The developed questionnaires consisted of a short number of items and the validity and reliability of some questionnaires were not reported. Most of the developed questionnaires emphasised on the attitudes of students towards CLA instead of focusing on the basic five

elements of CLA such as positive interdependence, individual and group accountability, group processing, social or interpersonal skills, and face-to-face promotive interaction (Johnson & Johnson, 2017). The researchers could not find any questionnaire on the perspectives of ESL teachers about their undergraduates in CLA. Very few questionnaires were found on the challenges of CLA for students only. All the items of CLA questionnaires were based on the basic five elements of CLA such as positive interdependence, individual and group accountability, group processing, social or interpersonal skills, and face-to-face promotive interaction (Johnson & Johnson, 2017).

Similarly, research studies on attitudes towards English language also investigated via applying different questionnaires that were developed to measure the attitudes of students towards learning English. Certain gaps, weaknesses, and flaws are found in the existing attitudes' questionnaires. First, these past questionnaires were developed for school and college level students (Khan et al., 2023). Second, those questionnaires were developed for EFL and L1 situations (Qureshi et al., 2021). Third, a very few items were included in the past questionnaires of attitudes since other items were not deemed fit in the present context (Panhwar et al., 2017). Fourth, some questionnaires of attitudes were developed without reporting their reliability and validity (Panhwar, 2016). Fifth, the questionnaires on the attitudes towards learning English were found but their focus was solely on affective or cognitive or behavioural aspects of attitudes and lacked items on the important aspects of attitudes like affective, cognitive, and behavioural (Khan et al., 2023). Sixth, not a single questionnaire on the perspectives of ESL teachers about the attitudes of their undergraduates towards learning English was found suitable (Haidar, 2021). The items of the questionnaires on the attitudes are based upon three aspects of attitudes such as affective, cognitive, and behavioural as per definition used in this research.

3.5.2 Second Phase

The items of the questionnaires were modified based on the operational definition of the main construct like attitudes and CLA with its basic five elements as mentioned below:

i. Attitudes deal with affective, cognitive, and behavioural aspects of a person towards learning English (Allport, 1935; Gul et al., 2022; Wenden, 1991).

ii. Affective aspect deals with feelings and emotions of a person towards learning English (Allport, 1935; Gul et al., 2022; Wenden, 1991).

iii. Cognitive aspect deals with ideas, thinking, and cognition of a person towards learning English (Allport, 1935; Gul et al., 2022; Wenden, 1991).

iv. Behavioural aspect deals with the actions of a person towards learning English (Allport, 1935; Gul et al., 2022; Wenden, 1991).

v. CLA is a pedagogical approach in which the students learn and perform their tasks together in small groups to solve the problems, complete the tasks, or achieve the objectives in learning English (Johnson & Johnson, 2017).

vi. Positive interdependence is an element of CLA in which the students individually and collectively work together in small groups to achieve common goals (Johnson & Johnson, 2017).

vii. Individual and group accountability is an element of CLA in which the students work together in a small group to achieve their goals and the group, and every

one of the groups are held responsible for contributing a fair share of the work towards the group goal (Johnson & Johnson, 2017).

viii. Group processing is an element of CLA in which the students feel free to communicate openly with one another to express concerns and celebrate accomplishments while working together in small groups (Johnson & Johnson, 2017).

ix. Social and interpersonal skills is an element in which students work together in small groups to develop those skills that are necessary for communication, collaboration, teamwork, decision making, problem solving, and building trust (Johnson & Johnson, 2017).

x. Face-to-face promotive interaction is an element in which students work together in small groups to promote each other's success by sharing resources. Students support, praise, and encourage each other's efforts to learn English (Johnson & Johnson, 2017).

The questionnaire's items must be clear, brief, and relevant to the objectives of the study. The items of the questionnaires were reviewed thoroughly, and several repeated items were selected from the existing research for the questionnaires. Then, the selected items were adapted according to the ESL context. The items of various questionnaires were adapted from already existing questionnaires of CLA, its challenges, and attitudes towards learning English. The items relevant to the various constructs of the current research are shown in Table 3.1.

Table 3.1: Sources of Adapted Items for the Various Questionnaires

Main Construct	Sources for Items
Attitudes	(Abidin et al., 2012; Abu-Snoubar, 2017; Ahmed, 2015; Alkaff, 2013; Al-Noursi, 2013; Al-Samadani & Ibnian, 2015; Al-Tamimi & Shuib, 2009; Boonrangsri et al., 2004; Eshghinejad, 2016; Gardner, 1985, 2004; Ibnian, 2017; Kashefian-Naeeini et al., 2018; Matsuda, 2000; Ming et al., 2011; Naqeep & Zaued, 2014; Petrides, 2006; Tahaineh & Dana, 2013; Viet, 2017; Young, 2006; Yu, 2010; Zuo et al., 2019)
CLA	(Abrami et al., 1995; Alhabeedi, 2015; AlMashjari, 2012; Basta, 2011; Brown, 2008; Buchs et al., 2017; Chatterjee, 2015; Chen, 2005; Duckworth, 2010; Erdem, 2009; Er & Aksu Atac, 2014; Farzaneh & Nejadansari, 2014; Gonzales & Torres, 2015; Ingleton et al., 2000; Lucha et al., 2015; McLeish, 2009; Murray, 2008; Neo et al., 2012; Titsankaew, 2015; Xuan, 2015)
Challenges in CLA	(Abrami et al., 1995; Albore & Lanka, 2018; AlMashjari, 2012; Bayat, 2004; Bonacich et al., 1976; Bronet, 2008; Buchs et al., 2017; Davis, 1993; Duckworth, 2010; Gonzales & Torres, 2015; Johnson & Johnson, 2009; Ingham et al., 1974; Ingleton et al., 2000; Kerr & Bruun, 1983; Liu, 2015; MacGregor, 1991; Neo et al., 2012; Othman & Murad, 2015; Race, 2007; Xuan, 2015).

Table 3.2 and 3.3 explain the sources of the adapted items for the questionnaires on the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of ESL teachers about their undergraduates' attitudes towards learning English. Table 3.1 shows the sources from which the adapted items for the attitudes of ESL undergraduates towards learning English from the past research questionnaires were selected (Viet, 2017). For example, an item which is taken from the work of Viet (2017) such as "You like to read books, documents, and journals in English". "You" is changed to "I" so that the participant feels that it is he who is participating personally. Moreover,

double barrel items were changed into simple sentences for better understanding (Dörnyei, 2010).

Table 3.2: Attitudes of Pakistani ESL Undergraduates

Source	Original Items	Adapted Items (Undergraduates)	Category
Viet (2017)	You like to read books, documents, and journals in English.	**I** like reading books in English. **I** like read**ing** journals in English.	Cognitive

Table 3.3 shows the sources of adapted items for the perspectives of ESL teachers about their undergraduates' attitudes towards learning English from the past attitudes' questionnaires of students because no proper questionnaires were found for the perspectives of ESL teachers about their undergraduates' attitudes towards learning English. For example, an item of Viet (2017) such as "You like to read books, documents, and journals in English". "You" is changed to "My students" so that the participant feels that it is he who is participating. Moreover, double barrel items were changed into simple sentences for better understanding.

Table 3.3: Perspectives of Pakistani ESL Teachers about their Undergraduates' Attitudes

Source	Original Items	Adapted Items (Teachers)	Category
Viet (2017)	You like to read books, documents, and journals in English.	**My students** like reading books in English. **My students** like read**ing** journals in English.	Cognitive

Likewise, Table 3.4 and 3.5 show the sources of the adapted questionnaires on the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. Table 3.4 shows the sources for the adapted items for the questionnaire of the views of ESL undergraduates about CLA in learning English, an item, "Group work gives me the chance to express my opinions and points of view" was taken from the past questionnaire (AlMashjari, 2012) that was partially modified to "working together with other students in English class enables me to express opinions". "Group work" is changed to "working together with other students" so that ESL undergraduates easily understand the item. "My" is changed to "me" because it was more suitable in the present sentence structure.

Table 3.4: Views of Pakistani ESL Undergraduates about CLA

Source	Original Items	Adapted Items (Undergraduates)	Category
(AlMashjari, 2012)	Group work gives me the chance to express my opinions and points of view.	**Working together with other students in English class enables** me to express opinions.	Social Skills

Table 3.5 shows the sources of adapted items of the questionnaire about the perspectives of ESL teachers about their undergraduates on CLA was unavailable. Therefore, the researchers adapted the same items to investigate the perspectives of ESL teachers about their undergraduates on CLA in learning English e.g., "Group work gives me the chance to express my opinions and points of view" was taken from the past questionnaires (AlMashjari, 2012). The item was partially modified to "Working together with other students in English class enables my students to express opinions." "Group

work" is changed to "working together with other students" so that ESL undergraduates easily understand the item. "My" is changed to "My students" because the focus is on the views of ESL teachers about their undergraduates.

Table 3.5: Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA

Source	Original Items	Adapted Items (Teachers)	Category
(AlMashjari, 2012)	Group work gives me the chance to express my opinions.	**Working together with other students in English class enables my students to** express opinions.	Social Skills

Similarly, Table 3.6 and 3.7 explain the sources of the adapted items for the questionnaires on the challenges faced by ESL undergraduates in CLA and the perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Table 3.6 explains the sources of the adapted items on the challenges faced by ESL undergraduates in CLA in learning English. For example, an item "Group members do not show equal interest and motivation to do group work assignment" (Albore & Lanka, 2018) was modified to "When working together with other students, I do not show equal interest" and "When working together with other students, I do not show equal motivation". "Group members" changed into "When working together with other students" being the stem of CLA definition and the researchers added "I" so that the participants would take interest to fill the questionnaire personally.

Table 3.6: Challenges faced by Pakistani ESL Undergraduates in CLA in Learning English

Source	Original Items	Adapted Items (undergraduates)	Category

Table 3.6 continued

(Duckworth, 2010)	Group members do not show equal interest and motivation to do group work assignments.	**When working together with other students in English class, I** do not show equal interest. **When working together with other students in English class, I** do not show equal motivation.	Challenge Positive Interdependence

Table 3.7 explains the sources of the adapted items on the perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Same sources were followed to adapt the items on the perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English, the items that were adapted for the challenges faced by ESL undergraduates were modified because no previous questionnaires were found suitable for teachers. Therefore, an item "Group members do not show equal interest and motivation to do group work assignment" (Albore & Lanka, 2018) was modified to "When working together with other students, my students do not show equal interest" and "When working together with other students, my students do not show equal motivation". "Group members" changed into "When working together with other students" and the researchers added "my students" to get the views of ESL teachers. Likewise, the researchers adapted all other items as well.

Table 3.7: Perspectives of ESL Teachers about the Challenges faced by their Undergraduates in CLA

Source	Original Items	Adapted Items (Teachers)	Category

Table 3.7 continued

(Duckworth, 2010)	Group members do not show equal interest and motivation to do group work assignments.	**When working together with other students in English class, my students** do not show equal interest. **When working together with other students in English class, my students** do not show equal motivation.	Challenge + Positive Interdependence

3.5.3 Third Phase

The content validity of the questionnaires of CLA and attitudes towards learning English was determined. Content validity of the questionnaires depends upon the perspectives of experts (Pamuk et al., 2015). Minimum two experts are considered suitable to determine the content validity of the questionnaires (Gable & Wolf, 2012). The experts' selection guarantees the content validity of the questionnaires (Mustapha & Darulsalam, 2018). The experts are selected based on advanced qualification, teaching experience, and skilled individuals with their exposure, training, and practice (Donohoe & Needham, 2009; Manakandan et al., 2017; Shanteau et al., 2002). Experience plays an eminent part in the selection of experts (Donohoe & Needham, 2009; Manakandan et al., 2017). University professors and teachers with 10 to 15 years teaching experience, or professors and teachers with relevant teaching experience from four to seven years are declared as experts (Akbari & Yazdanmehr, 2014). A specific criterion is followed to select the experts in this research referring to their teaching experience, knowledge in the relevant field, qualification, and subject-matter: first, the experts must have PhD degree in English Applied linguistics with professional development; second, the experts must be English language professors with at

least 10 years of teaching English experience; third, the experts must have research publications in International Scientific Indexing (ISI)/SCOPUS for the expertise in their subject-matters; and finally, the experts must have practical experience to implement innovative teaching methodologies in learning English.

To validate the research instruments, the researchers requested a panel of 3 senior English language Professors who earned their PhD degrees in English Applied Linguistics from prestigious universities with rigorous teaching experience at least 10 years to review the selected items of the questionnaires associated with the main constructs (Abu-Bader, 2021; Bryman, 2016). After going through the items of the questionnaires, the English language professors confirmed that the items of the questionnaires are easy, understandable, properly worded, and stated briefly representing the main variables.

3.5.4 Fourth Phase

All the items of the questionnaires were again assessed by the English experts and recommended that the items of the CLA questionnaires must consist of the format of five-point Likert-scale i.e., 1 strongly disagree=SD, 2 disagree=D, 3 neutral=N, 4 agree=A, and 5 strongly agree=SA (Abu-Bader, 2021; Allen & Seaman, 2007; Brown, 2011). The final drafts of questionnaires are consisted of the attitudes of Pakistani ESL undergraduates towards learning English (25 items), the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English (25 items), the views of Pakistani ESL undergraduates about CLA in learning English (35 items), the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English (35 items), the challenges faced by Pakistani ESL undergraduates in CLA (25 items), and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on CLA in

learning English (25 items). Hence, all the questionnaires were finalised and approved to apply.

3.5.5 Fifth Phase

The reliability of the questionnaires was assessed in pilot research with a sample of 60 Pakistani ESL undergraduates and 10 ESL teachers in phase five. The subsequent section provides a comprehensive description of the methodology employed in this pilot project, as seen in Figure 3.3.

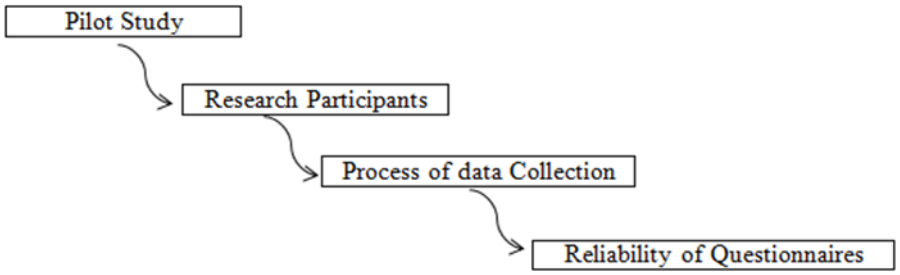


Figure 3.3: Pilot Study's Flow Chart

The primary objective of the piloting was to modify and authenticate questionnaires that would be suitable for Pakistani ESL undergraduates and teachers for learning English. These questionnaires were designed to gather insights to examine the extent to which Pakistani ESL undergraduates' attitudes, views, and challenges in CLA match their teachers' perspectives. Teijlingen and Hundley (2001) assert that the piloting serves as a condensed iteration of the primary study, sometimes referred to as a feasibility investigation. According to Polit et al. (2001), a pilot study is described as a preliminary investigation conducted on a smaller size or as an initial investigation to prepare for a larger and more comprehensive research (p. 467). A pilot study is an initial phase of the whole research process, typically conducted on a smaller scale (Singhal et al., 2020). Its

purpose is to assist in the development and refinement of the main field of study or investigation tools (Arnold et al., 2009; In, 2017).

The piloting involved 60 Pakistani ESL undergraduates and 10 teachers from Air university, Islamabad. According to Johanson and Brooks (2010) and Machin et al. (2018), it is recommended to collect a sample size of 10 to 30 participants in pilot research to ensure representativeness for the subsequent realistic research. The piloting was done on a distinct group of volunteers who were not included in the main investigation. The study's main sample consisted of 420 Pakistani ESL undergraduates and 35 Pakistani ESL teachers who were recruited from seven distinct institutions in Islamabad the capital of Pakistan using the cluster sampling approach. According to Alvi (2016), cluster sampling involves the division of the population into clusters from largerly dispersed population, with the choice of clusters being conducted using randomly selected procedures.

After the approval from department of English and the research prticipants showed their assent by signing a consent form (see Appendix B) as an explicit manifestation of their willingness to partake in the research after the researcher provided a comprehensive explanation on the objectives and methodology involved in the completion of the surveys. The information gathering process for the piloting was conducted in three separate steps. Initially, information was gathered from a sample of 60 Pakistani ESL undergraduates over a span of two days in a row. Specifically, 30 ESL undergraduates were surveyed on the first day, followed by an additional 30 ESL undergraduates on the subsequent day.

Subsequently, data was gathered from 10 ESL Pakistan ESL teachers utilising the same methodology. The teachers provided their approval by signing a form (see Appendix C). ESL teachers were administered the questionnaires on the perspectives about their undergraduates' attitudes, CLA, and challenges in CLA towards learning English. The

questionnaire required a time of around 30 to 35 minutes for completion. In conclusion, all stages of data collection for this piloting were carried out in an amicable manner.

The participants for questionnaires were randomly selected who showed their consents to participate. The researcher wrote the names of ESL undergraduates on pieces of paper and put the pieces of papers in a box, then the researcher requested a teacher to take one piece of paper out of the box each time. ESL undergraduates from eight semesters were given equal chances to participate. The researcher wrote down interested undergraduates' names on the pieces of papers and mixed them well before putting them in the box. After that, one of the ESL undergraduates was requested to take sixty pieces of papers with the undergraduates' names out of the box. Similarly, ESL teachers' names were written on pieces of papers who were interested to participate. The researcher mixed their names well and put them into the box and then a teacher was requested to take out five pieces of papers from the box from each university. In addition, Pakistani ESL undergraduates and teachers did not show any concern about the understanding, clarity, and simplicity of the questionnaires' items.

This pilot study was participated by sixty Pakistani ESL undergraduates enrolled in their 2nd semester of BS Honours 4-year programme majoring in English and ten ESL teachers who were teaching to BS English undergraduates of the English department of a public university of Islamabad, Pakistan. Sample for a pilot study consisted of at least 10 to 30 participants from the overall sample of the research (Abu-Bader, 2021; Machin et al., 2018). The actual study involved 420 Pakistani ESL undergraduates of the BS English program and 35 Pakistani ESL teachers of English departments from 7 various public universities of Pakistan. The results of the reliability of various questionnaires on attitudes, CLA, and challenges in CLA are stated in the later section.

A questionnaire is considered reliable if it gives the same results (Abu-Bader, 2021). The stable and constant results ensure the internal consistency of the questionnaires (Abu-Bader, 2021; Asif et al., 2022; Shuttleworth, 2015). The values of Cronbach alpha vary from 0 to 1. The value of 0 means no reliability and 1 ensures perfect reliability (Abu-Bader, 2021). It is noticed that some errors always happen, therefore, the values of reliability never reach 1 if it is reached at 1 then it is considered a random error. If the value of Cronbach's Alpha is .6, then it represents questionable or moderate reliability and if it is .7, then it is considered an acceptable level of reliability. If the value of reliability is more than .8, it represents very good reliability. Moreover, if the values exceed .9, it shows excellent and high reliability. If it is less than .5, it would not be considered a reliable value (Abu-Bader, 2021; Shuttleworth, 2015). Taherdoost (2022) supported the above explained phenomenon which is the most used reliability test as Cronbach Alpha for measuring the internal consistency of a questionnaire. Table 3.8 explains the rules of thumb by Abu-Bader (2021), Taber (2018) and George and Mallery (2003) for measuring Cronbach Alpha values for the interpretation of questionnaires' responses.

Table 3.8: Cronbach Alpha Reliability

Range	Reliability
Less than 0.50	Unacceptable
More than 0.50	Poor
More than 0.60	Questionable
More than 0.70	Acceptable
More than 0.80	Good
More than 0.90	Excellent

The entire data was collected in a smooth and friendly environment. The response rates were stable from both Pakistani ESL teachers and undergraduates. The participants

showed great interest in the questionnaires and did not leave any item blank which illustrated that the total number of respondents clearly understood all the items. Therefore, the overall response rate was 100%. In the pilot, however, Pakistani ESL teachers took 30-35 minutes and undergraduates took 35-40 minutes. Moreover, ESL teachers and undergraduates did not leave any item blank. The participants did not provide suggestions to improve the questionnaires.

Cronbach's Alpha reliability was reported .942, .841, .912, .747, .966, and .988 respectively on six adapted questionnaires on the attitudes of Pakistani ESL undergraduates towards learning English, the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English, the views of Pakistani ESL undergraduates about CLA in learning English, the perspectives of Pakistani ESL teachers about their undergraduates in CLA in learning English, the challenges faced by Pakistani ESL undergraduates in CLA in learning English, and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English showed good to excellent reliability of the questionnaires (Asif et al., 2022; Bell et al., 2022; Abu-Bader, 2021; Cronbach, 1951; Shuttleworth, 2015). Therefore, six adapted questionnaires of attitudes, CLA, and challenges in CLA of Pakistani ESL undergraduates and teachers were found appropriate to use in actual research.

3.6 Research Framework

This research work was conducted according to the pre-designed criterion to find the appropriate answers of the research objectives in Table 3.9.

Table 3.9: Research Objectives, Data Source, Data Collection Tools, and Data Analysis of this Research

Research Questions	Data Source	Data Collection Tools	Data Analysis
What are the attitudes of Pakistani ESL undergraduates towards learning English?	Pakistani ESL undergraduates	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)
What are the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?	Pakistani ESL teachers	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)
What is the relationship between the attitudes of Pakistani ESL undergraduates and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?	Pakistani ESL undergraduates and teachers	Comparison of Mean	Pearson correlation
What are the views of Pakistani ESL undergraduates about CLA in learning?	Pakistani ESL undergraduates	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)
What are the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English?	Pakistani ESL teachers	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)
What is the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English?	Pakistani ESL undergraduates and teachers	Comparison of Mean	Pearson correlation
What are the challenges faced by Pakistani ESL undergraduates in CLA in learning English?	Pakistani ESL undergraduates	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)

Table 3.9 continued

What are the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?	Pakistani ESL teachers	Adapted Questionnaire	Descriptive Statistics (Mean, Standard Deviation)
What is the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?	Pakistani ESL undergraduates and teachers	Comparison of Mean	Pearson Correlation

3.7 Research Context and Participants

This study was conducted across seven public sector universities in Islamabad, Pakistan. The English department is regarded as one of the key departments in these public universities, offering a range of academic programmes. Specifically, the English department provides three major programmes: a 4-year undergraduate honours programme known as the Bachelor of Science in English, a 2-year graduate programme in English Language and Literature leading to a Master of Arts, and postgraduate programmes including the Master of Philosophy and Doctor of Philosophy in English Linguistics and Literature.

The primary focus of this study is on ESL undergraduates and the teachers who are engaged in teaching the bachelor of science English programme. The main objective of the English department is to produce professional and qualified English teachers capable of teaching at schools, colleges, and universities. Admission to the English department is highly competitive, requiring applicants to have successfully completed their intermediate

education with strong academic performance, typically achieving at least a first-division grade.

Admission into the bachelor of English programme is strictly merit-based. The merit list is compiled based on the marks obtained at the intermediate level, including a student's performance in compulsory English (out of 200 marks). If a student has taken English Literature as an elective (also out of 200 marks), those scores are additionally factored into the merit calculation. Annually, approximately 4,000 to 5,000 students who have passed the intermediate level apply for admission to the BS English programme in public universities in Islamabad. However, only around 800 to 900 students are selected, divided into two groups. The top 50-60 students, who demonstrate exceptional academic performance, are placed in Group A, where they receive subsidized tuition fees. The next 50-60 students, who perform well but are slightly lower on the merit scale, are placed in Group B, receiving less subsidized tuition.

Once admitted, students proceed to the becahelor of science English honours programme, which spans several courses in English Linguistics and Literature as major areas, along with elective subjects during the first four semesters, such as Functional English, Communication Skills, Psychology, Computer Science, Statistics, Islamic Studies, and Pakistan Studies. English proficiency plays a crucial role in students' academic success, affecting their performance in assignments, class participation, presentations, quizzes, midterms, and final examinations, all of which are essential for their promotion to subsequent semesters.

The final assessment for ESL undergraduates is based on their English language proficiency, which is essential for progression through educational levels, particularly at the university level in Pakistan. This assessment also evaluates students' linguistic

competence to ensure their understanding of English. Therefore, proficiency in both spoken and written English is a mandatory requirement in public sector universities. It becomes the foremost responsibility of English teachers to enhance learners' proficiency, ensuring not only that students pass their examinations but also that they are equipped with the skills needed to excel academically and professionally.

Currently, the prevailing teaching method in public schools, colleges, and universities across Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa is grammar translation method. This traditional, teacher-centred approach is widely implemented. However, the pedagogical environment in ESL classrooms, especially within Islamabad, tends to be more student-centred, largely due to the availability of educational resources and facilities in the federal territory (Khan et al., 2023). Grammar translation method has been critiqued as an outdated approach for ESL instruction, as it limits opportunities for students to develop essential skills such as questioning, group discussions, confidence building, management, decision-making, interpersonal relationships, and overall proficiency in English (Mahboob, 2021).

Extensive literature indicates that the CLA is a highly effective method for ESL instruction. Unlike the teacher-centred method, CLA is supportive of student engagement and facilitates the development of critical learning abilities, including active questioning, group interaction, confidence, and interpersonal skills. It also enhances English language proficiency through collaborative activities, which contribute to the holistic development of students' academic and social competencies (Johnson & Johnson, 1989).

3.8 Sampling Technique

The proposed study utilised the cluster sampling approach. Cluster sampling is a form of random sampling (Alvi, 2016; Cohen et al., 2018). According to Alvi (2016), a

cluster is characterised simply as a collection of items located in a certain territorial area. Cluster sampling refers to the process of selecting clusters for sampling. Cluster sampling, as described by Johnson and Christensen (2008), is a sampling method where clusters, consisting of are groups of several components including as institutions of learning, religious institutions, educational settings, universities, houses, and urban segments, are randomly picked.

This sampling strategy is employed when the components of the demographic are spread out over a large territorial region (Alvi, 2016; Rahi, 2017). According to Alvi (2016), cluster sampling involves dividing the population into clusters and selecting them using random sample procedures. In addition, Alvi (2016, p. 23) outlined the benefits of cluster sampling. Cluster sampling is employed in situations where the population is dispersed across a large geographic area, offering a cost-effective alternative to simple random or systematic random sampling. This method requires less time spent and attempt juxtaposed to other strategies. Additionally, instead of individually determining components at random from various locations within the extensive locale, cluster sampling allows for the selection of a group of components within a single regional location.

3.9 Sample Size

Research participants in this study were Pakistani ESL undergraduates majoring in English who have been admitted in a four-year undergraduate BS program with honours and their teachers who used to teach them in DoE of the seven public universities of Islamabad such as AU, BU, IIU, QAU, NUML, AIOU, and FUUST. ESL teachers and undergraduates were the sources of the data, which were chosen randomly with the help of cluster sampling technique.

In survey-based quantitative research, selecting an appropriate sample size is essential for ensuring the validity and generalizability of the findings (Dörnyei & Taguchi, 2010). Given the target population of over 10,000 Pakistani ESL undergraduates and more than 2,000 ESL teachers from seven English departments in government universities, a representative sample was deemed necessary to capture diverse perspectives while remaining practical and resource-efficient (Creswell, 2021). For this study, a total of 420 undergraduates and 35 ESL teachers were chosen as the sample, which corresponds to a statistically significant proportion of the larger population. This sample size was determined based on methodological guidelines suggesting that a smaller, manageable subset of participants can still yield reliable insights, provided the sample is representative of the overall demographic (Cohen et al., 2018). By selecting students and teachers from English departments across different government universities, the study ensured that the sample reflected a broad spectrum of attitudes, views and challenges, thereby enhancing the robustness of the research findings.

Moreover, the decision to include 420 undergraduates and 35 teachers was informed by the practical considerations of survey-based research, including response rates, resource availability, and the need to maintain a balance between statistical power and logistical feasibility. According to Bryman (2016), a 10% sample size of a heterogenous population is often sufficient to draw valid inferences, especially when the research aims to explore general trends and patterns rather than detailed individual variations. This approach also aligns with best practices in English language research, where a focus on key stakeholders—ESL undergraduates and teachers—is crucial for understanding the dynamics of English language learning in a higher education context (Creswell & Creswell, 2017).

Thus, the chosen sample size not only facilitated efficient data collection but also ensured that the study could comprehensively address its research objectives by capturing meaningful data from both groups of participants (Busher & James, 2012). Different researchers advised to take representative samples out of the diverse population (Creswell, 2021). Representative sample assures validity, reliability, and generalisability of the findings (Bell et al., 2022). Based on representative samples, the conducted research can be replicated in similar or diverse contexts (Bryman, 2016). Therefore, 10 percent representative sample of ESL undergraduates and teachers is taken for this research from DoE of each public university. A 10% sample out of the overall population is strongly recommended by many researchers in the past research works (Bell, 2022; Bryman, 2016; Creswell 2021; Dörnyei & Taguchi, 2010). Therefore, the sample size in this research was randomly chosen via lottery method as n=420 for ESL undergraduates and n=35 for ESL teachers. The details of the universities, the number of research respondents from each of the English departments of the universities are stated below in the Table 3.10.

Table 3.10: Randomly Selected Pakistani each University Cluster of ESL Undergraduates and Teachers

Sr No	University	Department	ESL Undergraduates	ESL Teachers
1	AU	English	60	5
2	BU	English	60	5
3	IIU	English	60	5
4	QAU	English	60	5
5	NUML	English	60	5
6	AIOU	English	60	5
7	FUUST	English	60	5
8	07	07	420	35

Sixty Pakistani ESL undergraduates and five Pakistani ESL teachers from each DoE were selected randomly via lottery method from each public university as cluster of Islamabad. Therefore, a total number of 420 Pakistani ESL undergraduates and 35 Pakistani ESL teachers from Pakistani public universities participated voluntarily in the current study

3.10 Data Analysis

The use of mean, standard deviation, and Pearson correlation in this study is justified by their effectiveness in providing precise measurements and revealing relationships between ESL undergraduates' and teachers' attitudes towards learning English, as well as their views and challenges in CLA. The mean is a crucial measure of central tendency that allows for a concise summary of the overall attitudes of both ESL undergraduates and teachers. By calculating the average responses to various questions, the researcher can identify trends in their views, such as the general positivity or negativity of their attitudes towards the affective and cognitive aspects of learning English (Cohen et al., 2018). This provides a clear overview of how both groups perceive the significance of CLA, thereby enabling a thorough understanding of their collective attitudes and perspectives. Additionally, the standard deviation is used to measure the variability of responses within each group, offering insight into the diversity of perspectives regarding their experiences with CLA and any challenges they face. A higher standard deviation would indicate considerable variation, highlighting potential areas of disagreement or concern, while a lower standard deviation would reflect greater consensus, which is essential for understanding the uniformity or divergence in attitudes and challenges across both groups (Pallant, 2020).

Pearson correlation is particularly valuable for investigating the relationship between ESL undergraduates' and teachers' attitudes toward learning English and their views on the effectiveness of CLA. This statistical technique helps determine the strength and direction of relationships between two variables, allowing the researcher to identify whether positive attitudes towards collaboration among one group are associated with positive perceptions or experiences in the other group. For example, a positive correlation between ESL undergraduates' positive views on CLA and their teachers' attitudes toward CLA could suggest that when teachers hold a favorable view of CLA, students are more likely to perceive it as beneficial for their learning. Conversely, a negative correlation could indicate that discrepancies between teachers' and students' perceptions may lead to challenges in collaboration, such as mismatched expectations or ineffective group dynamics. The Pearson correlation, therefore, enables the exploration of complex interrelations between variables and provides insights into how the attitudes of one group might influence or align with the attitudes of the other group, thereby informing pedagogical strategies (Field, 2013; Pallant, 2020). This approach is instrumental in understanding not only the individual attitudes and views of ESL students and teachers but also how these attitudes interact to shape the overall effectiveness of CLA in ESL contexts. SPSS version-27 was used for the analysis, and it analysed the information collected in the study in a descriptive manner. Initially, the data were described by presenting the mean and standard deviation. Secondly, an analysis of the Pearson correlation coefficient was carried out to determine the relationship among several factors. In the section that follows, the association is explained.

3.10.1 Correlation Coefficient

According to Samuel and Okey (2015), correlation in the field of social science clarifies the link and connection between measures. "Association" and "relationship" are two terms that are frequently used synonymously to describe how much one variable fluctuates in quality or quantity in reaction to variations in other (Ibanga, 1992, p. 137). Variable correlation can be anywhere between +1 and -1 (Samuel & Okey, 2015; Schober et al., 2018). According to Samuel and Okey (2015), a value of zero in the correlation indicates that there is no connection among the variables, a -1 relationship indicates a complete correlation that is negative, and therefore, one variable increase while the other decreases. Additionally, a perfect positive correlation is shown by an association of +1, meaning that both factors increase in an analogous manner (Samuel & Okey, 2015; Wagner, 2019).

The Pearson product-moment correlation, often represented by (r), is the parametric relationship that exists between two continuous constructs that are random (Lee Rodgers & Nicewander, 1988, cited in Schober et al., 2018). According to Schober et al. (2018), the coefficient of correlation may be used to determine the weak, strong, and moderate association among the constructs. Additionally, a set of criterion values were offered by researchers to quantify the degree of relationship among constructs (Mukaka, 2012; Overholser & Sowinski, 2008). A very high correlation is indicated by a correlation coefficient >0.9, whereas one less than 0.1 indicates an insignificant link. The subsequent section contains the details of each of these cut-off points below in Table 3.11.

Table 3.11: Interpretation of Correlation Coefficient

Correlation Coefficient	Interpretation

Table 3.11 continued

0.00 to 0.10	Negligible correlation
0.10 to 0.39	Weak correlation
0.40 to 0.69	Moderate correlation
0.70 to 0.89	Strong correlation
0.90 to 1.00	Very strong correlation

3.11 Ethical Considerations

Ethical issues are crucial in the research of society and education, particularly during the data collection phase (Dörnyei, 2007). It makes both the positive and negative aspects of an investigation and its beneficial and detrimental aspects clear (Cohen et al., 2018). The investigator should obtain authorization from the relevant institute prior to beginning data collecting (Creswell & Creswell, 2017; Cohen et al., 2018). Regarding the present investigation, the investigator obtained approval from the Heads of Departments (HoDs) via a letter of consent. Researchers conducting research into education should consider ethical considerations include informed consent forms, secrecy, and anonymity, freely agreed upon involvement, and the freedom to choose to withdraw from the information gathering procedure, according to Cohen et al. (2018). Prior to the data collection in this study, respondents completed a permission form (see Appendix B) guaranteeing their identity and privacy of the data. In addition, those who participated were informed that they might discontinue their involvement at any point while the data was being collected. The investigator included his own phone number along with his electronic address in the permission form to ensure the respondents had any questions about the study.

3.12 Data Collection Procedure

To gather detailed information on the social issue under investigation, the study employed surveys using adapted questionnaires. The structured questionnaires were utilized to capture a range of responses. Structured questionnaires comprised well-defined, closed-ended questions that encouraged participants to select responses reflecting their perspectives, ensuring consistency and clarity in data collection (Bryman, 2016). The survey method proved effective in obtaining data from participants, aiding in a thorough understanding of the research problem (Creswell, 2021).

For the survey process, self-administered questionnaires were selected as the primary data collection tool, given their suitability for obtaining clear, unambiguous responses when the researcher has specific data requirements (Creswell & Creswell, 2017). Prior to data collection, formal permissions were obtained from the heads of the DoE at each selected public university. Written consent forms were distributed to ensure voluntary participation and informed consent among the participants. Ethical considerations were strictly adhered to, with assurances of participant confidentiality and the protection of sensitive information. Participants were informed of their right to withdraw from the study at any point without any repercussions. Clear instructions on how to complete the questionnaires were provided, with ESL teachers taking approximately 30-35 minutes, and ESL undergraduates taking about 35-40 minutes to complete their responses. This survey technique enabled the efficient collection of large volumes of data within a short timeframe, demonstrating the utility of self-administered questionnaires for large-scale research (Tashakkori et al., 2020).

3.13 Construct Levels for the Interpretations of the Results

To prevent misunderstanding in the way the main data findings interact with one another, this part addresses the procedure of data cleansing, which involves figuring out the levels of the attitudes, views about CLA, and Challenges in CLA.

3.13.1 ESL Undergraduates' Attitudes and ESL Teachers' Perspectives

The researchers followed a rule for determining the attitudes' levels comprising on a five-point Likert scale. The mean score ranging from 1.00 to 2.33 is interpreted as negative attitudes, the mean score ranging from 2.34 to 3.67 is considered as moderate attitudes, and the mean score ranging from 3.68 to 5.00 is considered as positive attitudes on the responses of all items (Abu-Snoubar, 2017; Eshghinejad, 2016; Samsudin et al., 2017; Sinaga & Pustika, 2021). Hence, the similar kind of interpretation for negative, moderate, and positive attitudes was followed in this research as shown in Table 3.12.

Table 3.12: Levels of ESL Undergraduates'Attitudes and ESL Teachers' Perspectives

Levels of Attitude and Perspectives	Mean Range
Negative Attitudes and Perspectives	1.00 to 2.33
Moderate Attitudes and Perspectives	2.34 to 3.67
Positive Attitudes and Perspectives	3.68 to 5.00

3.13.2 Levels of ESL Undergraduates' Views and ESL Teachers' Perspectives in CLA

The researchers preceded a formula for determining the levels of views of ESL undergraduates in CLA and the perspectives of ESL teachers about their undergraduates in CLA based on a five-point Likert scale. The mean score ranging from 1.00 to 2.33 is interpreted as negative views of ESL undergraduates on CLA and perspectives of ESL

teachers about their undergraduates in CLA in learning English. The mean score from 2.34 to 3.67 is considered as moderate views of ESL undergraduates on CLA and perspectives of ESL teachers about their undergraduates in CLA in learning English. The mean score from 3.68 to 5.00 is considered as positive views of ESL undergraduates on CLA and perspectives of ESL teachers about their undergraduates in CLA in learning English on the responses of all items (Afni, 2021; Ahmed Abdel-Al Ibrahim et al., 2023; Kyaw, 2019; Lee & Osman, 2021). Hence, the similar kind of interpretation for negative, moderate, and positive views and perspectives was followed in this research as shown in Table 3.13.

Table 3.13: Levels of ESL Undergraduates' Views and ESL Teachers' Perspectives in CLA

Levels of Views and Perspectives in CLA	Mean Range
Negative Views and Perspectives	1.00 to 2.33
Moderate Views and Perspectives	2.34 to 3.67
Positive Views and Perspectives	3.68 to 5.00

3.13.3 Levels of the ESL Undergraduates' Views and ESL Teachers' Perspectives in the Challenges of CLA

The researchers set a principle for the interpretation of the levels of challenges faced by ESL undergraduates in CLA and the perspectives of ESL teachers about the faced challenges of their undergraduates in CLA on a five-point Likert scale. The mean score from 1.00 to 2.33 is assessed as negative views on challenges faced by ESL undergraduates on CLA and negative perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The mean score from 2.34 to 3.67 is marked as moderate views on challenges faced by ESL undergraduates on CLA and moderate perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in

learning English. The mean score from 3.68 to 5.00 is claimed as positive views on challenges faced by ESL undergraduates on CLA and positive perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English (Afni, 2022; Azizah, 2022; Chen, 2021; Lee et al., 2018; Neo et al., 2012). Hence, the similar kind of interpretation for negative, moderate, and positive views and perspectives was followed in this research as shown in Table 3.14.

Table 3.14: Levels of ESL Undergraduates' Views and ESL Teachers' Perspectives in the Challenges of CLA

Levels of Views and Perspectives	Mean Range
Negative Views and Perspectives	1.00 to 2.33
Moderate Views and Perspectives	2.34 to 3.67
Positive Views and Perspectives	3.68 to 5.00

3.14 Chapter Summary

This chapter consists of the overview of the research methodology employed in this research. It started with the main aim of the present research which is to examine the extent to which Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in CLA match their teachers' perspectives. Then, the research objectives with questions were stated following the quantitative survey design. After this, the research instruments (adapted questionnaires), their development and validation were explained in detail via reporting and evaluating the pilot study. It was concluded through pilot process that all the instruments were found highly reliable to apply in the main research. In the end, the cluster sampling was discussed as a suitable sampling technique for the primary research pursuing sample size, ethical consideration, data collection process, data analysis with determining the levels of various constructs.

CHAPTER 4

RESULTS

4.1 Overview

This chapter begins with the results of this research proceeding with the descriptive analysis for the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English are assessed. The relationship between Pakistani ESL undergraduates' attitudes towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English is determined. In addition, the results of the views of Pakistani ESL undergraduates on CLA in learning English and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English are examined. Then, the relationship is determined between the views of Pakistani ESL undergraduates on CLA in learning English and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. After that, the results of the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are identified. In the end, the results on the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are determined. This chapter concludes with the summary of the chapter.

4.2 Demographic Information of Pakistani ESL undergraduates

The data for demographic information of Pakistani ESL undergraduates were collected from section A of the questionnaire. Section A of the questionnaire consisted of

university name, gender, and age. The first three characteristics were given different numbers from 1-3. All the characteristics of demographic information consisted of nominal scale. The answers of the three characteristics of demographic information were put into SPSS version-27. Further, the data were analysed to check the scores of frequencies with percentages. The second phase of the data for the present study was collected from 420 Pakistani ESL undergraduates as research respondents from 07 public universities.

Table 4.1 explains the data of the names of the universities for Pakistani ESL undergraduates as research respondents.

Table 4.1: Names of the Public Universities

	University	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	AIOU	60	14.3	14.3	14.3
	AU	60	14.3	14.3	28.6
	IIUI	60	14.3	14.3	42.9
	BU	60	14.3	14.3	57.1
	QAU	60	14.3	14.3	71.4
	NUML	60	14.3	14.3	85.7
	FUUST	60	14.3	14.3	14.3
	Total	420	100.0	100.0	100.0

Table 4.1 clearly shows the frequency and percentage of the total number of 420 Pakistani ESL undergraduates as research respondents such as 60 from AIOU (14.3%), 60 from AU (14.3%), 60 from IIUI (14.3%), 60 from BU (14.3%), 60 from QAU (14.3%), 60 from NUML (14.3%), and 60 from FUUST (14.3%) respectively.

Table 4.2 explains the gender of Pakistani ESL undergraduates as research respondents who participated in this research.

Table 4.2: Gender of Pakistani ESL Undergraduates

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	254	60.5	60.5	60.5
	Female	166	39.5	39.5	40.0
	Total	420	100.0	100.0	100.0

Table 4.2 displays that out of the total number of 420 Pakistani ESL undergraduates, 254 (60.5%) were male and 166 (39.5%) were female. In Pakistani public universities, there is often a greater proportion of male students (Mehmood et al., 2018). Female students in Pakistan are denied access to possibilities for HEIs (Mehmood et al., 2018). Pakistan's society, which is dominated by male, is mostly hostile to female education (Shaukat & Pell, 2017).

Table 4.3 shows the age range of the Pakistani ESL undergraduate as respondents.

Table 4.3: Age of Pakistani ESL Undergraduates

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18	1	.2	.2	.2
	19	6	1.4	1.4	1.7
	20	39	9.3	9.3	11.0
	21	95	22.6	22.6	33.6
	22	127	30.2	30.2	63.8
	23	87	20.7	20.7	84.5
	24	21	5.0	5.0	89.5

Table 4.3 continued

	25	43	10.2	10.2	99.8
	26	1	.2	.2	.2
	Total	420	100.0	100.0	100.0

The age of Pakistani ESL undergraduates ranged from 18 to 26 years. The age of 1 Pakistani ESL undergraduates was 18 years old with .2%. 06 Pakistani ESL undergraduates ranged of 19 years age with 1.4%. 39 Pakistani ESL undergraduates ranged 20 years age with 9.3%. 95 Pakistani ESL undergraduates had the age range of 21 years with 22.6%. 127 ESL undergraduates were 22 years of age with 63.8%. 87 Pakistani ESL undergraduates had the age range of 23 years with 20.7%. 21 Pakistani ESL undergraduates had the age range of 24 years with 5.0%. 43 Pakistani ESL undergraduates had the age range of 25 years with 10.2%, and 01 ESL undergraduate has the age range of 26 years with .2%.

4.3 Demographic Information of Pakistani ESL Teachers

The data for demographic information of Pakistani ESL teachers were collected from section A of the questionnaire. Section A of the questionnaire consisted of university name, gender, age, qualification, and experience. The first five characteristics were given different numbers from 1-5. All the characteristics of demographic information consisted of nominal scale. The answers of the five characteristics of demographic information were put into SPSS version-27. Further, the data were analysed to check the scores of frequencies and percentages. The second phase of data for the present study was collected from 35 Pakistani ESL teachers as research respondents from 07 different public universities.

Table 4.4 explains the university names of Pakistani ESL teachers as research respondents who participated in the present research.

Table 4.4: Universities' Names for the Pakistani ESL Teachers as Research Respondents

University		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	AIOU	5	14.3	14.3	14.3
	AU	5	14.3	14.3	28.6
	IIU	5	14.3	14.3	42.9
	BU	5	14.3	14.3	57.1
	QAU	5	14.3	14.3	71.4
	NUML	5	14.3	14.3	85.7
	FUUST	5	14.3	14.3	14.3
	Total	35	100.0	100.0	100.0

Table 4.4 shows the frequency and percentage of the total number of 35 Pakistani ESL teachers as research respondents, i.e., AIOU (05) with 14.3%, AU (05) with 14.3%, IIUI (05) with 14.3%, BUI (05) with 14.3%, QAU (05) with 14.3%, NUML (05) with 14.3%, and FUUST (05) with 14.3%.

Table 4.5 describes the gender of Pakistani ESL teachers who participated in this research.

Table 4.5: Gender of Pakistani ESL Teachers

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	21	60.0	60.0	60.0
	Female	14	40.0	40.0	40.0

Table 4.5 continued

	Total	35	100.0	100.0	100

21 Pakistani ESL teachers (60%) were male and 14 (40%) were female. The age range of Pakistani ESL teacher participants are shown in Table 4.5.

Table 4.6: Age of Pakistani ESL Teachers

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31-35	4	11.4	11.4	11.4
	36-40	10	28.6	28.6	40.0
	41-45	10	28.6	28.6	68.6
	46-50	10	28.6	28.6	97.1
	51-55	1	2.9	2.9	5.4
	Total	35	100.0	100.0	100.0

The age range of Pakistani ESL teacher participants were 31-55. Those in the age range between 31-35 were 11.4% while those in the age range between 36-40 were 28.6%. Similarly, those within the age range between 41-45 and 46-50 were 28.6% respectively while those, with the age range of between 51-55 was 2.9%.

Table 4.7 shows the qualifications of Pakistani ESL teachers who participated in this study.

Table 4.7: Qualification of Pakistani ESL Teachers

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	M.A	5	14.3	14.3	14.3

Table 4.7 continued

	M.Phil.	17	48.6	48.6	62.9
	PhD	13	37.1	37.1	40.4
	Total	35	100.0	100.0	100.0

The data showed that 5(14.3%) ESL teachers participated with MA qualifications while 17(48.6%) with MPhil qualifications, and 13(37.1%) with PhD qualified.

Table 4.8 shows the results of the experiences of these Pakistani ESL teachers.

Table 4.8: Experience of the Pakistani ESL Teachers

Experience		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	1-5	2	5.7	5.7	5.7
	6-10	9	25.7	25.7	31.4
	11-15	11	31.4	31.4	62.9
	16-21	10	28.6	28.6	91.4
	21-25	3	8.6	8.6	7.5
	Total	35	100.0	100.0	100.0

5.7% of these teachers have 1-5 years' teaching experience while 25.7% have 6-10 years teaching experience. Those with 11-15 years of experience were 31.4%, while those with 16-21 years teaching experience were 28.6%. 8.6% of these ESL teachers have 21-25 years teaching experience

4.4 Attitudes of Pakistani ESL Undergraduates

This section describes the results for the attitudes of Pakistani ESL undergraduates towards learning English. This questionnaire consisted of 25 items on the attitudes of Pakistani ESL undergraduates towards learning English. All the items of the questionnaire were based on a five-point Likert scale, and its options were as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The data were analysed descriptively to determine Mean and Standard Deviation.

The guidelines of Abu-Snoubar (2017), Eshghinejad (2016), Samsudin et al. (2017), and Sinaga and Pustika (2021) were followed for the interpretation of data regarding positive, moderate, and negative levels of attitudes. The mean score is divided into three categories to assess the attitudes of ESL undergraduates toward learning English as shown in Table 4.9 (see section 3.12.1).

Table 4.9: Interpretation of the Mean scores for Attitudes

Mean Range	Level
3.68-5.00	Positive Attitudes (PA)
2.34 - 3.67	Moderate Attitudes (MA)
1.00 - 2.33	Negative Attitudes (NA)

Table 4.10 illustrates the results of the descriptive analysis of the items on three aspects of the attitudes of Pakistani ESL undergraduates towards learning English. These aspects consist of affective cognitive, and behavioural levels of attitudes towards learning English.

Table 4.10: Attitudes of Pakistani ESL Undergraduates

Aspects of Attitude	M	SD	Level*
Affective Aspect	**27.08**	**1.94**	**PA**
Learning English makes me feel confident.	4.51	.608	PA
Learning English makes me feel proud of myself.	4.40	.551	PA
Learning English makes me happy.	4.49	.541	PA
Learning English is interesting.	4.65	.509	PA
Learning English is useful.	4.53	.536	PA
Learning English is good for my self-development.	4.48	.558	PA
Cognitive Aspect	**53.47**	**3.10**	**PA**
I like reading books in English.	4.40	.520	PA
I like reading newspapers in English.	4.43	.529	PA
I like reading magazines in English.	4.46	.527	PA
I like reading journals in English.	4.43	.520	PA
I like reading stories in English.	4.44	.516	PA
I like reading poems in English.	4.43	.542	PA
I like watching TV shows in English.	4.44	.547	PA
I like watching movies in English.	4.46	.531	PA
I like listening to songs in English.	4.49	.550	PA
I like watching news in English.	4.47	.527	PA
I like learning English.	4.50	.541	PA
Learning English increases my knowledge.	4.46	.536	PA
Behavioural Aspect	**31.41**	**2.19**	**PA**
Learning English is necessary for communicating with others.	4.50	.541	PA
Learning English helps me make friends.	4.54	.552	PA
Learning English helps me travel abroad.	4.52	.545	PA
Learning English helps me pursue higher studies.	4.48	.546	PA
Learning English opens more job opportunities.	4.40	.536	PA
Learning English is important for my career.	4.33	.530	PA

Table 4.10 continued

Learning English helps me use modern technology (Internet, social media/Facebook, and Twitter).	4.60	.622	PA

Note: *PA=Positive Attitudes, MA=Moderate Attitudes, NA= Negative Attitudes.

The items that contribute to the positive attitudes of Pakistani ESL undergraduates on its affective aspect towards learning English are, "learning English makes me feel confident" (M=4.51), "learning English makes me feel proud of myself" (M=4.40), "learning English makes me happy" (M=4.49), "learning English is interesting" (M=4.65), and "learning English is useful" (M=4.53), and "learning English is good for my self-development" (4.48). The overall mean score (M=27.08) indicates positive affective attitudes of ESL undergraduates toward learning English.

The items that contribute positive attitudes of ESL undergraduates on its cognitive aspect towards learning English are, "I like reading books in English" (M=4.40), "I like reading newspapers in English" (M=4.43), "I like reading magazine in English" (M=4.46), "I like reading journals in English" (M=4.43), "I like reading stories in English" (M=4.44), "I like reading poems in English" (M=4.43), "I like watching TV shows in English" (M=4.44), "I like watching movies in English" (M=4.46), "I like listening to songs in English" (M=4.49), and "I like watching news in English" (M=4.47), "I like learning English" (M=4.50), and "learning English increases my knowledge" (M=4.46). The overall mean score (M=53.47) that reflects ESL undergraduates' positive cognitive aspect of attitudes towards learning English.

The items that contribute positive attitudes of ESL undergraduates on its behavioural aspect towards learning English are, "learning English is necessary for

communicating with others" (M=4.50), "learning English helps me make friends" (M=4.54), "learning English helps me travel abroad" (M=4.52), "learning English helps me pursue higher studies"(4.48), "learning English opens up more job opportunities" (4.40), " learning English is important for my career" (4.33), and "learning English helps me use modern technology (Internet, Social Media/Facebook, Twitter)" (M=4.60). The overall mean (M =31.41) reflects Pakistani ESL undergraduates' positive behavioural attitudes toward learning English.

The items containing responses of attitudes clearly show that Pakistani ESL undergraduates have revealed positive attitudes towards learning English. Overall, Pakistani ESL undergraduates revealed positive attitudes on affective, cognitive, and behavioural aspects towards learning English. The results clearly indicate that Pakistani ESL undergraduates like learning English because they have positive attitudes towards learning English.

4.5 Perspectives of Pakistani ESL teachers about their Undergraduates' Attitudes

This section explains the results for the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English. The questionnaire consisted of 25 items on the perspectives of ESL teachers about their undergraduates' attitudes towards learning English. All the items of the questionnaire were based on a five-point Likert scale, a five-point Likert scale and its options with meanings were applied as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree.

The data were analysed descriptively to determine the Mean and Standard Deviation. The guidelines for the interpretation of data provided by Abu-Snoubar (2017), Eshghinejad (2016), Samsudin et al. (2017), and Sinaga and Pustika (2021) were followed

for positive, moderate, and negative levels of perspectives. The mean score is divided into three categories are decided to examine the perspectives of ESL teachers about their undergraduates' attitudes toward learning English as shown in Table 4.11 (see section 3.12.2).

Table 4.11: Interpretation of the Mean Scores for Perspectives

Mean Range	Level
3.68-5.00	Positive Perspectives (PP)
2.34 - 3.67	Moderate Perspectives (MP)
1.00 - 2.33	Negative Perspectives (PP)

Table 4.12 illustrates the results of the descriptive analysis of the items on the perspectives of ESL teachers about their undergraduates' attitudes towards learning English.

Table 4.12: Perspectives of ESL teachers about their Undergraduates' Attitudes

Aspects of Attitude	M	SD	Level*
Affective Aspect	**28.42**	**1.97**	PP
Learning English makes my students feel confident.	4.65	.481	PP
Learning English makes my students feel proud of them.	4.68	.471	PP
Learning English makes my students happy.	4.60	.497	PP
Learning English is interesting for my students.	4.88	.322	PP
Learning English is useful for my students.	4.91	.284	PP
Learning English is good for the self-development of my students.	4.68	.471	PP
Cognitive Aspect	**54.82**	**4.44**	PP
My students like reading books in English.	4.45	.505	PP
My students like reading newspapers in English.	4.45	.505	PP

Table 4.12 continued

My students like reading magazines in English.	4.40	.497	PP
My students like reading Journals in English.	4.42	.502	PP
My students like reading stories in English.	4.65	.481	PP
My students like reading poems in English.	4.62	.490	PP
My students like watching TV shows in English.	4.54	.505	PP
My students like watching movies in English.	4.65	.481	PP
My students like listening to songs in English.	4.62	.490	PP
My students like watching news in English.	4.45	.505	PP
My students like learning English.	4.85	.355	PP
Learning English increases the knowledge of my students.	4.65	.481	PP
Behavioural Aspect	**33.05**	**2.32**	**PP**
Learning English is necessary for my students to communicate with others.	4.85	.355	PP
Learning English helps my students make friends.	4.65	.481	PP
Learning English helps my students travel abroad.	4.54	.505	PP
Learning English helps my students pursue higher studies.	4.80	.405	PP
Learning English opens more job opportunities for my students.	4.62	.490	PP
Learning English is important for the career of my students.	4.62	.490	PP
Learning English helps my students use modern technology (Internet, social media/Facebook, Twitter).	4.94	.235	PP

Note: *PP=Positive Perspectives, MP=Moderate Perspectives, NP=Negative Perspectives.

Table 4.12 reports the results of the 25 items on the perspectives of Pakistani ESL teachers about three aspects of their undergraduates' attitudes towards learning English. The items that contribute positive perspectives of Pakistani ESL teachers about the affective aspect of their undergraduates' attitudes towards learning English are, "learning English makes my students feel confident" (M=4.65), "learning English makes my students feel proud of them" (M=4.68), "learning English makes my students happy" (M=4.60), "learning English is interesting for my students" (M=4.88), "learning English is

useful for my students" (M=4.91), and "learning English is good for the self-development of my students" (M=4.68). The overall mean score (M=28.42) respresents the positive opinions on the affective aspect of Pakistani ESL undergraduates' attitudes toward learning English.

The items that contribute positive perspectives of Pakistani ESL teachers about the cognitive aspect of ESL undergraduates' attitudes towards learning English are, "my students like reading books in English" (M=4.45), "my students like reading newspapers in English" (M=4.45), "my students like reading magazines in English" (M=4.40), "my students like reading journals in English" (M=4.42), "my students like reading stories in English" (M=4.65), "my students like reading poems in English" (M=4.62), "my students like watching TV shows in English" (M=4.54), "my students like watching movies in English" (M=4.65), "my students like listening to songs in English" (M=4.62), "my students like watching news in English" (M=4.45)"my students like learning English" (M=4.85), and "learning English increases the knowledge of my students" (M=4.65). The overall mean score (M=54.82) reports the positive opinions on the cognitive aspect of Pakistani ESL undergraduates' attitudes toward learning English.

The items that contribute positive perspectives of Pakistani ESL teachers about the behavioural aspect of their undergraduates' attitudes towards learning English are, "learning English is necessary for my students to communicate with others" (4.85), "learning English helps my students make friends" (4.65), "learning English helps my students travel abroad" (M=4.54), "learning English helps my students pursue higher studies" (M=4.80), "learning English opens up more job opportunities for my students" (M=4.62), "learning English is important for the career of my students" (M=4.62), and "learning English helps my students use modern technology (Internet, Social

Media/Facebook, Twitter etc.)" (M=4.94). The overall mean score (M=33.05) claims the positive opinions on the behavioural aspect of Pakistani ESL undergraduates' attitudes toward learning English.

The results clearly indicate that Pakistani ESL teachers revealed positive perspectives on three aspects of their undergraduates' attitudes towards learning English. Overall, Pakistani ESL teachers revealed positive perspectives on affective, cognitive, and behavioural aspects of their undergraduates' attitudes towards learning English. Thus, the results show that the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English on 25 items are supportive, which means Pakistani ESL teachers expressed their perspectives that their undergraduates like learning English.

4.6 Relationship between the Attitudes of Pakistani ESL Undergraduates and the Perspectives of Pakistani ESL Teachers about their Undergraduates' Attitudes

Table 4.13 shows the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English.

Table 4.13: Relationship between the Attitudes of Pakistani ESL Undergraduates and the Perspectives of Pakistani ESL Teachers about their Undergraduates' Attitudes

		Attitudes of Pakistani ESL undergraduates	**Perspectives of Pakistani ESL teachers about their Undergraduates' Attitudes**
Pakistani ESL undergraduates' attitudes	Pearson Correlation	1	

Table 4.13 continued

	Sig. (2-tailed)		
	N	420	
Perspectives of Pakistani ESL teachers about their undergraduates' attitudes	Pearson Correlation	-.260	1
	Sig. (2-tailed)	.132	
	N	35	35

The r value is reported as -.260 which shows weak negative correlation between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English. The result shows that the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English are not similar.

4.7 Views of Pakistani ESL Undergraduates about CLA

The data for the views of Pakistani ESL undergraduates about CLA in learning English were collected from section B of the questionnaire. Section B of the questionnaire consisted of 35 items on the views of ESL undergraduates about CLA in learning English. All the items of the questionnaire consisted of a five-point Likert scale, a five-point Likert scale and its options with meanings were applied as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The data were analysed descriptively to determine Mean and Standard Deviation.

The guidelines for reporting data were employed for positive, moderate, and negative views of ESL undergraduates about CLA in learning English from the studies of Afni (2021), Ahmed Abdel-Al Ibrahim et al. (2023), Kyaw (2019), and Lee and Osman (2021). The means score is interpreted in three diverse ways to explore the views of ESL undergraduates about CLA in learning English. Table 4.6 explains the interpretation of the views of Pakistani ESL undergraduates about CLA in learning English (see section 3.12.3).

Table 4.14: Interpretation of the Mean scores for Views

Mean Range	Level
3.68-5.00	Positive Views (PV)
2.34 - 3.67	Moderate Views (MV)
1.00 - 2.33	Negative Views (NV)

Table 4.15 displays the results of the descriptive analysis of the 35 questionnaire items regarding the views of Pakistani ESL undergraduates about CLA in learning English.

Table 4.15: Views of Pakistani ESL undergraduates about CLA

Elements with Statements of CLA	M	SD	Level*
Positive Interdependence	**32.70**	**2.14**	**PV**
Working together with other students in English class enables me to make decisions.	4.43	.533	PV
Working together with other students in English class enables me to think critically.	4.45	.512	PV
Working together with other students in English class enables me to solve problems.	4.44	.530	PV
When working together with other students in English class, I want to be with my friends.	3.90	1.03	PV

Table 4.15 continued

When working together with other students in English class, I do not want to be with my friends.	2.03	1.01	NV
Working together with other students in English class enables me to help others.	4.24	.645	PV
Working together with other students in English class enables others to help me.	4.30	.510	PV
Working together with other students in English class enhances my connection with peers.	4.38	.593	PV
Individual and Group Accountability	**30.83**	**2.27**	**PV**
Working together with other students in English class creates a relaxed learning atmosphere.	4.47	.514	PV
Working together with other students in English class reduces my anxiety.	4.44	.507	PV
Working together with other students in English class reduces my fear.	4.43	.515	PV
Working together with other students in English class makes my learning of English easier.	4.38	.528	PV
Working together with other students in English class enhances my ability to complete the tasks on time.	4.37	.544	PV
Working together with other students in English class enhances my ability to do quality work.	4.27	.582	PV
Working together with other students in English class enhances my performance in English assessments/tests.	4.44	.740	PV
Group Processing	**20.92**	**2.15**	**PV**
When working together with other students in English class, I choose my group members.	1.64	.674	NV
When working together with other students in English class, I am assigned to a group.	3.93	.795	PV
When working together with other students in English class, I am assigned to a group of similar abilities.	3.24	.921	MV

Table 4.15 continued

When working together with other students in English class, I am assigned to a group of mixed abilities.	4.07	.839	PV
When working together with other students in English class, I am assigned to group members seated near me.	3.52	.935	MV
Working together with other students in English class enhances my team spirit.	4.50	.523	PV
Social and Interpersonal Skills	**26.44**	**2.10**	**PV**
Working together with other students in English class enhances my English listening proficiency.	4.44	.560	PV
Working together with other students in English class enhances my English-speaking proficiency.	4.45	.565	PV
Working together with other students in English class enhances my English reading proficiency.	4.33	.559	PV
Working together with other students in English class enhances my English writing proficiency.	4.38	.597	PV
Working together with other students in English class enhances my communication skills.	4.46	.663	PV
Working together with other students in English class enables me to participate.	4.36	.501	PV
Face-to-Face Promotive Interaction	**34.80**	**2.39**	**PV**
Working together with other students in English class enables me to express opinions.	4.17	.882	PV
Working together with other students in English class enables me to argue.	4.35	.585	PV
Working together with other students in English class enables me to debate.	4.34	.567	PV
Working together with other students in English class enables me to negotiate.	4.39	.565	PV
Working together with other students in English class enables me to ask questions.	4.42	.541	PV

Table 4.15 continued

Working together with other students in English class enhances my interest.	4.41	.498	PV
Working together with other students in English class enhances my motivation.	4.38	.537	PV
Working together with other students in English class enhances my self-confidence.	4.31	.508	PV

Note: *PV=Positive Views, MV=Moderate Views, NV=Negative Views.

The results show that Pakistani ESL undergraduates showed positive views about positive interdependence of CLA in learning English such as “working together with other students in English class enables me to make decisions” (M=4.43), “working together with other students in English class enables me to think critically” (M=4.45), “working together with other students in English class enables me to solve problems” (M=4.44), “when working together with other students in English class, I want to be with my friends” (M=3.90), “working together with other students in English class enables me to help others” (M=4.24), “working together with other students in English class enables others to help me” (M=4.30), and “working together with other students in English class enhances my connection with peers” (M=4.38). Only one item showed negative views about positive interdependence of CLA in learning English, that is “when working together with other students in English class, I do not want to be with my friends” (M=2.03). The overall means score (M=32.70) for positive interdependence of CLA reflects positive views of Pakistani ESL undergraduates in learning English.

Further, Pakistani ESL undergraduates showed positive views about individual and group accountability of CLA in learning English such as “working together with other students in English class creates a relaxed learning atmosphere” (M=4.47), “working

together with other students in English class reduces my anxiety" (M=4.44), "working together with other students in English class reduces my fear" (M=4.43), "working together with other students in English class makes my learning of English easier" (M=4.38), "working together with other students in English class enhances my ability to complete the tasks on time" (M=4.37), "working together with other students in English class enhances my ability to do quality work" (M=4.27), and "working together with other students in English class enhances my performance in English assessments/tests" (M=4.44). The overall means score (30.83) for individual and group accountability of CLA reflects positive views of Pakistani ESL undergraduates in learning English.

In addition, Pakistan ESL undergraduates declared positive views about group processing of CLA in learning English such as "When working together with other students in English class, I am assigned to a group" (M=3.93), "when working together with other students in English class, I am assigned to a group of mixed abilities" (M=4.07) and "working together with other students in English class enhances my team spirit" (M=4.50). Two items showed moderate views such as "when working together with other students in English class, I am assigned to a group of similar abilities" (M=3.24), and "when working together with other students in English class, I am assigned to group members seated near me" (M=3.52). Only one item showed negative views, that is "when working together with other students in English class, I choose my group members" (M=1.64). The overall means score (20.92) for group processing of CLA reflects positive views of Pakistani ESL undergraduates in learning English.

Moreover, Pakistani ESL undergraduates revealed positive views about social and interpersonal skills of CLA in learning English such as "working together with other

students in English class enhances my English listening proficiency" (M=4.44), "working together with other students in English class enhances my English speaking proficiency" (M=4.45), "working together with other students in English class enhances my English reading proficiency" (M=4.33), "working together with other students in English class enhances my English writing proficiency" (M=4.38), "working together with other students in English class enhances my English communication skills" (M=4.46), and "working together with other students in English class enables me to participate" (M=4.36). The overall means score (26.44) for social and interpersonal skills of CLA reflects positive views of Pakistani ESL undergraduates in learning English.

Pakistan ESL undergraduates showed positive views about face-to-face promotive interaction of CLA in learning English like "working together with other students in English class enables me to express opinions" (M=4.17), "working together with other students in English class enables me to argue" (M=4.35), "working together with other students in English class enables me to debate" (M=4.34), "working together with other students in English class enables me to negotiate" (M=4.39), "working together with other students in English class enables me to ask questions" (M=4.42), "working together with other students in English class enhances my interest" (M=4.41), "working together with other students in English class enhances my motivation" (M=4.38), and "working together with other students in English class enhances my self-confidence" (M=4.31). The overall means score (34.80) for Face-to-Face Promotive Interaction of CLA reflects positive views of Pakistani ESL undergraduates in learning English.

Only two of the questionnaire items out of a total number of 35 items received negative views on positive interdependence and group processing out of the five elements

of CLA in learning English because Pakistani ESL undergraduates like to work with friends, and they are not allowed to choose their group members. It shows that overall Pakistani ESL undergraduates revealed positive views about CLA in learning English. Thus, ESL undergraduates' views play a significant role about CLA in learning English. In short, the results indicate that the views of Pakistani ESL undergraduates are almost positive about CLA elements like positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction. This means that they like CLA in learning English.

4.8 Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA

The data for the perspectives of Pakistani ESL teachers about their undergraduates in CLA in learning English were collected from section B of the questionnaire. Section B of the questionnaire consisted of 35 items based on the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. The 35 questionnaire items were given different numbers from 1-35. All the items of the questionnaire consisted of a five-point Likert scale, a five-point Likert scale and its options with meanings were used as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The answers of the 35 questionnaire items were keyed into SPSS version-27. Moreover, the data were analysed to check the scores of mean and standard deviations.

The studies of Afni (2021), Ahmed Abdel-Al Ibrahim et al. (2023), Kyaw (2019), and Lee and Osman (2021) were followed regarding the guidelines for reporting data for positive, moderate, and negative perspectives of ESL teachers about their undergraduates on CLA in learning English. The means score is interpreted in three separate ways to examine the perspectives of ESL teachers about their undergraduates on CLA in learning

English. Table 4.16 explains the interpretation of the perspectives of Pakistani ESL teachers about their undergraduates in CLA in learning English (see section 3.12.3).

Table 4.16: Interpretation of the Mean Scores of Perspectives

Mean Range	Level
3.68-5.00	Positive Perspectives (PP)
2.34 - 3.67	Moderate Perspectives (MP)
1.00 - 2.33	Negative Perspectives (NP)

Table 4.17 displays the results of the descriptive analysis of the 35 questionnaire items on the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English.

Table 4.17: Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA

Elements with Statements of CLA	M	SD	Level*
Positive Interdependence	**32.94**	**3.38**	**PP**
Working together with other students in English class enables my students to make decisions.	4.40	.55	PP
Working together with other students in English class enables my students to think critically.	4.34	.68	PP
Working together with other students in English class enables my students to solve problems.	4.31	.676	PP
When working together with other students in English class, my students want to be with their friends.	4.60	.553	PP
When working together with other students in English class, my students do not want to be with their friends.	1.88	.866	NP
Working together with other students in English class enables my students to help each other.	4.48	.562	PP

Table 4.17 continued

Working together with other students in English class enables others to help my students.	4.45	.560	PP
Working together with other students in English class enhances my students' connection with peers.	4.45	.560	PP
Individual and Group Accountability	**31.48**	**3.51**	**PP**
Working together with other students in English class creates a relaxed learning atmosphere.	4.48	.562	PP
Working together with other students in English class reduces my students' anxiety.	4.48	.562	PP
Working together with other students in English class reduces my students' fear.	4.45	.560	PP
Working together with other students in English class makes my students' learning of English easier.	4.51	.562	PP
Working together with other students in English class enhances my students' abilities to complete the tasks on time.	4.48	.562	PP
Working together with other students in English class enhances my students' abilities to do quality work.	4.51	.562	PP
Working together with other students in English class enhances my students' performance in English assessments/tests.	4.54	.560	PP
Group Processing	**21.57**	**2.34**	**PP**
When working together with other students in English class, my students choose their group members.	1.60	.774	NP
When working together with other students in English class, I assign students in groups.	4.54	.505	PP
When working together with other students in English class, I assign groups of similar abilities.	3.31	.900	MP
When working together with other students in English class, I assign groups of mixed abilities.	4.74	.443	PP

Table 4.17 continued

When working together with other students in English class, I assign group members seated near each other.	2.91	.981	MP
Working together with other students in English class enhances my students' team spirit.	4.45	.553	PP
Social and Interpersonal Skills	**26.51**	**3.16**	**PP**
Working together with other students in English class enhances my students' listening proficiency.	4.42	.557	PP
Working together with other students in English class enhances my students' English-speaking proficiency.	4.42	.557	PP
Working together with other students in English class enhances my students' English reading proficiency.	4.42	.557	PP
Working together with other students in English class enhances my students' English writing proficiency.	4.42	.557	PP
Working together with other students in English class enhances my students' communication skills.	4.40	.553	PP
Working together with other students in English class enables me to participate.	4.40	.553	PP
Face-to-Face Promotive Interaction	**35.54**	**4.05**	**PP**
Working together with other students in English class enables my students to express opinions.	4.48	.562	PP
Working together with other students in English class enables my students to argue.	4.51	.562	PP
Working together with other students in English class enables my students to debate.	4.48	.562	PP
Working together with other students in English class enables my students to negotiate.	4.40	.553	PP
Working together with other students in English class enables my students to ask questions.	4.40	.553	PP
Working together with other students in English class enhances my students' interest.	4.34	.774	PP

Table 4.17 continued

Working together with other students in English class enhances my students' motivation.	4.45	.802	PP
Working together with other students in English class enhances my students' self-confidence.	4.45	.560	PO

Note: *PP=Positive Perspectives, MP=Moderate Perspectives, NP= Negative Perspectives.

Table 4.17 reports the results of the 35 items on the perspectives of Pakistani ESL teachers about their undergraduates on five elements of CLA in learning English. Pakistani ESL teachers revealed positive perspectives about their undergraduates on positive interdependence of CLA in learning English in the following items, "working together with other students in English class enables my students to make decisions" (M=4.40), "working together with other students in English class enables my students to think critically" (M=4.34), "Working together with other students in English class enables my students to solve problems" (M=4.31), "when working together with other students in English class, my students want to be with their friends" (M=4.60), "working together with other students in English class enables my students to help each other" (M=4.48), "working together with other students in English class enables others to help my students" (M=4.45), and "working together with other students in English class enhances my students' connection with peers" (M=4.45). Pakistani ESL teachers revealed negative perspectives on an item that is, "when working together with other students in English class, my students do not want to be with their friends" (M=1.88). The overall means score (32.94) for positive interdependence of CLA reflects positive opinions of Pakistani ESL teachers about their undergraduates in learning English.

In addition, Pakistani ESL teachers revealed positive perspectives about their undergraduates on individual and group accountability of CLA in learning English in the following items: “working together with other students in English class makes my students’ learning of English easier” (M=4.51), “working together with other students in English class reduces my students’ anxiety” (M=4.48), “working together with other students in English class reduces my students’ fear” (4.45), “working together with other students in English class makes my students’ learning of English easier” (M=4.51), “Working together with other students in English class enhances my students’ abilities to complete the tasks on time” (M=4.48), “working together with other students in English class enhances my students’ abilities to do quality work” (M=4.51), and “working together with other students in English class enhances my students’ performance in English assessments/tests” (M=4.54). The overall means score (31.48) for individual and group accountability of CLA reflects positive opinions of Pakistani ESL teachers about their undergraduates in learning English.

Pakistani ESL teachers also revealed positive perspectives about their undergraduates on group processing in CLA in learning English i.e., “when working together with other students in English class, I assign students in groups” (M=4.54), “when working together with other students in English class, I assign groups of mixed abilities” (M=4.74), and “working together with other students in English class enhances my students’ team spirit” (M=4.45). Pakistani ESL teacher revealed moderate perspectives on two items about their undergraduates on group processing in CLA in learning English that are, “when working together with other students in English class, I assign groups of similar abilities” (M=3.31), and “when working together with other students in English class, I assign group members seated near each other” (M=2.91). The items that contribute to

negative perspectives of Pakistani ESL teachers about their undergraduates on group processing of CLA in learning English is, “when working together with other students in English class, my students choose their group members” (M=1.60). The overall means score (21.57) for group processing of CLA reflects positive opinions of Pakistani ESL teachers about their undergraduates in learning English.

Pakistani ESL teachers revealed positive perspectives about their undergraduates on social and interpersonal skills of CLA in learning English in the following items: “working together with other students in English class enhances my students’ English listening proficiency” (M=4.42), “working together with other students in English class enhances my students’ English speaking proficiency” (M=4.42), “working together with other students in English class enhances my students’ English reading proficiency” (M=4.42), “working together with other students in English class enhances my students’ English writing proficiency” (M=4.42), “working together with other students in English class enhances my students’ English communication skills” (M=4.40), and “working together with other students in English class enables my students to participate” (M=4.40). The overall means score (26.51) for social and interpersonal skills of CLA reflects positive opinions of Pakistani ESL teachers about their undergraduates in learning English.

Pakistani ESL teachers revealed positive perspectives about their undergraduates on face-to-face promotive interaction of CLA in learning English in the following item, “working together with other students in English class enables my students to argue” (M=4.51), while most of the items revealed high perspectives of Pakistani ESL teachers about their undergraduates on face-to-face promotive interaction such as, “working together with other students in English class enables my students to express opinions”

(M=4.48), "working together with other students in English class enables my students to argue" (M=4.51), "working together with other students in English class enables my students to debate" (M=4.48), "working together with other students in English class enables my students to negotiate" (M=4.40), "working together with other students in English class enables my students to ask questions" (M=4.40), "working together with other students in English class enhances my students' interest" (M=4.34), "working together with other students in English class enhances my students' motivation" (M=4.45), and "working together with other students in English class enhances my students' self-confidence" (M=4.45). The overall means score (35.54) for Face-to-Face Promotive Interaction of CLA reflects positive opinions of Pakistani ESL teachers about their undergraduates in learning English.

Overall Pakistani ESL teachers revealed positive perspectives about their undergraduates on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English. It means that Pakistani ESL teachers also expressed their perspectives in the favour of their undergraduates which clearly elucidates that their undergraduates like CLA in learning English.

4.9 Relationship between the Views of Pakistani ESL Undergraduates about CLA and the Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA

Table 4.18 explains the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English.

Table 4.18: Relationship between the Views of Pakistani ESL Undergraduates about CLA and the Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA

		Views of Pakistani ESL Undergraduates about CLA	**Perspectives of Pakistani ESL Teachers about their Undergraduates on CLA**
Views of Pakistani ESL undergraduates about CLA	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	420	
Perspectives of Pakistani ESL teachers about their undergraduates on CLA	Pearson Correlation	-.079	1
	Sig. (2-tailed)	.653	
	N	35	35

Table 4.18 explains the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. The r value is reported as -.079 which shows weak negative correlation between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. Hence, it means that the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English are not similar.

4.10 Challenges faced by Pakistani ESL Undergraduates in CLA

This section explains the results for challenges faced by Pakistani ESL undergraduates on five elements of CLA in learning English. Section C of the questionnaire consisted of 25 items related to the challenges faced by Pakistani ESL undergraduates on CLA in learning English. The 25 questionnaire items were given different numbers from 1-25. All the items of the questionnaire were based on a five-point Likert scale, a five-point Likert scale and its options with meanings were applied as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The data on the responses of the 25 questionnaire items were entered through SPSS version-27. In addition, the data were analysed to check the scores of mean and standard deviations.

The studies of Afni (2022), Azizah (2022), Chen (2021), Lee et al. (2018), Neo et al. (2012) were followed regarding the guidelines for reporting data for positive, moderate, and negative challenges of ESL undergraduates on CLA in learning English. The means score is interpreted in three separate ways to identify the challenges of ESL undergraduates on CLA in learning English. Table 4.19 explains the interpretation of the challenges faced by Pakistani ESL undergraduates on CLA in learning English (see section 3.12.4).

Table 4.19: Interpretation of the Mean Scores on Challenges

Mean Range	Level
3.68-5.00	Positive Views (PV)
2.34 - 3.67	Moderate Views (MV)
1.00 - 2.33	Negative Views (NV)

Table 4.20 displays the results of the descriptive analysis of the 25 questionnaire items on the challenges faced by Pakistani ESL undergraduates on CLA in learning English.

Table 4.20: Challenges faced by Pakistani ESL Undergraduates on CLA

Elements of CLA	M	SD	Level*
Positive Interdependence	**17.0**	**4.60**	**MV**
When working together with other students in English class, I find it difficult because of students with different personality styles.	3.69	1.11	PV
When working together with other students in English class, I find it difficult to share task related responsibilities.	3.45	1.25	MV
When working together with other students in English class, I become dependent on others.	3.41	1.47	MV
When working together with other students in English class, I find it difficult to work with students who are less knowledgeable than me.	3.24	1.11	MV
When working together with other students in English class, I underestimate other's ideas.	3.27	1.08	MV
Individual and Group Accountability	**14.4**	**4.23**	**MV**
When working together with other students in English class, I find it difficult to understand the given task.	2.82	1.02	MV
When working together with other students in English class, I spend time talking about unrelated things.	3.38	1.10	MV
When working together with other students in English class, I find it difficult to concentrate on the tasks.	2.71	1.02	MV
When working together with other students in English class, I am unable to complete the tasks on time.	2.36	1.17	MV
When working together with other students in English class, I do not get the grade I deserve.	3.10	1.45	MV

Table 4.20 continued

Group Processing	**14.4**	**3.09**	**MV**
When working together with other students in English class, I do not like the students I am assigned to work with.	3.04	1.32	MV
When working together with other students in English class, I do not like to work with my friends.	2.05	.87	NV
When working together with other students in English class, I do not like to work with those students who are not my friends.	3.32	.87	MV
When working together with other students in English class, I find it difficult to work in a group of 3 to 5.	2.02	.985	NV
When working together with other students in English class, I find it difficult to work in a group of 6 or more.	3.42	1.06	MV
Social and Interpersonal Skills	**12.3**	**4.41**	**MV**
When working together with other students in English class, I prefer not to participate.	3.07	1.14	MV
When working together with other students in English class, I lack listening skills for effective communication.	2.52	1.17	MV
When working together with other students in English class, I lack speaking skills for effective communication.	2.39	1.17	MV
When working together with other students in English class, I lack reading skills for effective communication.	2.62	.95	MV
When working together with other students in English class, I lack writing skills for effective communication.	2.47	.78	MV
Face-to-Face Promotive Interaction	**15.2**	**3.63**	**MV**
When working together with other students in English class, I do not show equal motivation.	3.47	1.18	MV
When working together with other students in English class, I do not respect others' perspectives.	3.21	1.12	MV
When working together with other students in English class, I do not get enough opportunities to practise English.	2.42	1.18	MV

Table 4.20 continued

When working together with other students in English class, I end up doing most of the tasks.	2.87	.980	MV
When working together with other students in English class, the physical set-up of the classroom is a hindrance for me.	3.28	1.24	MV

Note: *PV=Positive Views, MV=Moderate Views, NV=Negative Views.

Table 4.20 reported the results of the 25 items on challenges faced by Pakistani ESL undergraduates focusing on five elements of CLA in learning English. The item that contributes to the positive views on the challenges faced by Pakistani ESL undergraduates on positive interdependence of CLA in learning English is, "when working together with other students in English class, I find it difficult because of students with different personality styles (M=3.69). Pakistani ESL undergraduates revealed moderate views on most of the items on the faced challenges on positive interdependence of CLA such as "when working together with other students in English class, I find it difficult to share task related responsibilities" (M=3.45), "when working together with other students in English class, I become dependent on others" (M=3.41), "when working together with other students in English class, I find it difficult to work with students who are less knowledgeable than me" (M=3.24), and "when working together with other students in English class, I underestimate other's ideas" (M=3.27). The overall means score (M=17.0) for positive interdependence of CLA reflects moderate challenges faced by Pakistani ESL undergraduates in learning English.

Pakistani ESL undergraduates showed moderate views on the faced challenges on individual and group accountability of CLA in learning English and the items are, "when working together with other students in English class, I find it difficult to understand the

given task" (2.82), "when working together with other students in English class, I spend time talking about unrelated things" (3.38), "when working together with other students in English class, I find it difficult to concentrate on the task" (M=2.71), "when working together with other students in English class, I am unable to complete the tasks on time" (M=2.36), and "when working together with other students in English class, I do not get the grade I deserve" (M=3.10). The overall means score (M=14.4) for individual and group accountability of CLA reflects moderate challenges faced by Pakistani ESL undergraduates in learning English.

Moreover, Pakistani ESL undergraduates revealed moderate views on group processing of CLA in learning English such as: "when working together with other students in English class, I do not like the students I am assigned to work with" (M=3.04), "when working together with other students in English class, I do not like to work with those students who are not my friends" (M=3.32), "when working together with other students in English class, I find it difficult to work in a group of 6 or more" (M=3.42). Only two items showed negative views of Pakistani ESL undergraduates in CLA in learning English which are "when working together with other students in English class, I do not like to work with my friends" (M=2.05), and "when working together with other students in English class, I find it difficult to work in a group of 3 to 5" (M=2.02). The overall means score (M=14.4) for group processing of CLA reflects moderate challenges faced by Pakistani ESL undergraduates in learning English.

Accordingly, most of the items revealed moderate views on the challenges faced by Pakistani ESL undergraduates on social and interpersonal skills of CLA in learning English like, "when working together with other students in English class, I prefer not to

participate" (M=3.07), "when working together with other students in English class, I lack listening skills for effective communication" (M=2.52), "when working together with other students in English class, I lack speaking skills for effective communication" (M=2.39), "when working together with other students in English class, I lack reading skills for effective communication" (M=2.62), and "when working together with other students in English class, I lack writing skills for effective communication" (2.47). The overall means score (M=12.3) for social and interpersonal skills of CLA reflects moderate challenges faced by Pakistani ESL undergraduates in learning English.

Moreover, moderate views are revealed on most of the items on challenges faced by Pakistani ESL undergraduates on face-to-face promotive interaction of CLA in learning English like "when working together with other students in English class, I do not show equal motivation" (M=3.47), "when working together with other students in English class, I do not respect others' perspectives" (M=3.21), "when working together with other students in English class, I do not get enough opportunities to practise English" (M=2.42), "when working together with other students in English class, I end up doing most of the tasks" (M=2.87), and "when working together with other students in English class, the physical set-up of classroom is hindrance for me" (M=3.28). The overall means score (M=15.2) for face-to-face promotive interaction of CLA reflects moderate challenges faced by Pakistani ESL undergraduates in learning English.

Positive and moderate views about the challenges faced by Pakistani ESL undergraduates in CLA in learning English clearly show that Pakistani ESL undergraduates are mostly facing moderate challenges in CLA in learning English. On the contrary, the items containing responses of negative views on challenges faced by

Pakistani ESL undergraduates in CLA in learning English show that ESL undergraduates are facing no problems in CLA in learning English. Overall, Pakistani ESL undergraduates revealed moderate views on the challenges faced by them on the five elements of CLA i.e., positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction in learning English. Hence, the above-mentioned results indicate that Pakistani ESL undergraduates are mostly facing moderate challenges in CLA in learning English.

4.11 Perspectives of Pakistani ESL Teachers about the Challenges faced by their Undergraduates in CLA

This part illustrates the results of the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on the five elements of CLA in learning English. The 25 questionnaire items were given different numbers from 1-25. All the items of the questionnaire were based on a five-point Likert scale, a five-point Likert scale and its options as meanings were applied as follows: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree and 5=Strongly Agree. The answers of the 25 questionnaire items were keyed into SPSS version-27. In addition, the data were analysed to check the scores of means and standard deviations.

The studies of Afni (2022), Azizah (2022), Chen (2021), Lee et al. (2018), Neo et al. (2012) were followed regarding the guidelines for reporting data for positive, moderate, and negative perspectives of ESL teachers about the challenges faced by ESL undergraduates on CLA in learning English. The means score is interpreted in three diverse ways to examine the perspectives of ESL teachers about the challenges faced by ESL undergraduates on CLA in learning English. Table 4.21 explains the interpretation of the

perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English (see section 3.12.4).

Table 4.21: Interpretation of the Mean Scores about Perspectives

Mean Range	Level
3.68-5.00	Positive Perspectives (PP)
2.34 - 3.67	Moderate Perspectives (MP)
1.00 - 2.33	Negative Perspectives (NP)

Table 4.22 displays the results of the descriptive analysis of the 25 questionnaire items on the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on five elements of CLA in learning English.

Table 4.22: Perspectives of Pakistani ESL Teachers about the Challenges faced by their Undergraduates in CLA

Elements of CLA	M	SD	Level*
Positive Interdependence	**13.0**	**3.50**	**MP**
When working together with other students in English class, my students find it difficult because of students with different personality styles.	2.91	1.19	MP
When working together with other students in English class, my students find it difficult to share task related responsibilities.	2.97	1.04	MP
When working together with other students in English class, my students become dependent on each other.	3.11	1.13	MP
When working together with other students in English class, my students find it difficult to work with students who are less knowledgeable than them.	2.97	.61	MP

Table 4.22 continued

When working together with other students in English class, my students underestimate each other's ideas.	2.50	.93	MP
Individual and Group Accountability	**10.2**	**2.54**	**MP**
When working together with other students in English class, my students find it difficult to understand the given task.	2.88	.71	MP
When working together with other students in English class, my students spend time talking about unrelated things.	2.71	1.07	MP
When working together with other students in English class, my students find it difficult to concentrate on the tasks.	2.91	.79	MP
When working together with other students in English class, my students are unable to complete the tasks on time.	2.80	.67	MP
When working together with other students in English class, my students do not get the grades they deserve.	2.68	.63	MP
Group Processing	**13.5**	**1.66**	**MP**
When working together with other students in English class, my students do not like the students they are assigned to work with.	2.48	1.01	MP
When working together with other students in English class, my students do not like to work with their friends.	2.18	.65	NP
When working together with other students in English class, my students do not like to work with those students who are not their friends.	3.77	.84	PP
When working together with other students in English class, my students find it difficult to work in groups of 3 to 5.	2.21	.85	NP
When working together with other students in English class, my students find it difficult to work in a group of 6 or more.	3.94	.83	PP
Social and Interpersonal Skills	**8.25**	**2.20**	**MP**
When working together with other students in English class, my students prefer not to participate.	2.74	.61	MP

Table 4.22 continued

When working together with other students in English class, my students lack listening skills for effective communication.	2.63	.50	MP
When working together with other students in English class, my students lack speaking skills for effective communication.	2.60	.47	MP
When working together with other students in English class, my students lack reading skills for effective communication.	2.62	.49	MP
When working together with other students in English class, my students lack writing skills for effective communication.	2.65	.51	MP
Face-to-Face Promotive Interaction	**13.7**	**2.11**	**MP**
When working together with other students in English class, my students do not show equal motivation.	3.80	1.05	PP
When working together with other students in English class, my students do not respect each other's opinions.	2.88	.71	MP
When working together with other students in English class, my students do not get enough opportunity to practise English.	2.80	.67	MP
When working together with other students in English class, some of my students end up doing most of the tasks.	3.71	.98	PP
When working together with other students in English class, the physical set-up of the classroom is a hindrance for my students.	2.57	1.09	MP

Note: *PP=Positive Perspectives, MP=Moderate Perspectives, NP=Negative Perspectives.

Table 4.22 reported the results of the 25 items on the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on five elements of CLA in learning English. The items that contribute moderate perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on positive interdependence of CLA in learning English are, "when working together with other students in English class, my students find it difficult because of students with different personality styles" (M=2.91), "when working together with other students in English class, my students find it

difficult to share task related responsibilities" (M=2.97), "when working together with other students in English class, my students become dependent on each other" (M=3.11), "when working together with other students in English class, my students find it difficult to work with students who are less knowledgeable than them" (M=2.97), and "when working together with other students in English class, my students underestimate each other's ideas" (M=2.50). The overall means score (M=13.0) for positive interdependence of CLA reflects moderate opinions of Pakistani ESL teachers about their undergraduates in learning English.

The item that showed moderate perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on individual and group accountability is, "when working together with other students in English class, my students find it difficult to understand the given tasks" (M=2.88), "when working together with other students in English class, my students spend time talking about unrelated things" (M=2.71), "when working together with other students in English class, my students find it difficult to concentrate on the tasks" (M=2.91), "when working together with other students in English class, my students are unable to complete the tasks on time" (M=2.80), and "when working together with other students in English class, my students do not get the grades they deserve" (M=2.68). The overall means score (M=10.2) for individual and group accountability of CLA reflects moderate opinions of Pakistani ESL teachers about their undergraduates in learning English.

Pakistani ESL teachers also showed positive perspectives about the challenges faced by their undergraduates on group processing of CLA in learning English, such as "when working together with other students in English class, my students do not like to

work with those students who are not their friends" (M=3.77) and "when working together with other students in English class, my students find it difficult to work in a group of 6 or more" (M=3.94). The items that represent the moderate perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are, "when working together with other students in English class, my students do not like the students they are assigned to work with" (M=2.48). Pakistani ESL teachers revealed negative perspectives on two items like "when working together with other students in English class, my students do not like to work with their friends" (M=2.18), and "when working together with other students in English class, my students find it difficult to work in groups of 3 to 5" (M=2.21). The overall means score (M=13.5) for group processing of CLA reflects moderate opinions of Pakistani ESL teachers about their undergraduates in learning English.

The items that contribute moderate perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on social and interpersonal skills of CLA in learning English are, "when working together with other students in English class, my students prefer not to participate" (M=2.74), "when working together with other students in English class, my students lack listening skills for effective communication" (M=2.63), "when working together with other students in English class, my students lack speaking skills for effective communication" (M=2.60), "when working together with other students in English class, my students lack reading skills for effective communication" (M=2.62), and "when working together with other students in English class, my students lack writing skills for effective communication" (M=2.65). The items that showed positive perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on face-to-face promotive interaction of CLA in learning English are, "when working together with

other students in English class, my students do not show equal motivation (M=3.80), and "when working together with other students in English class, some of my students end up doing most of the tasks" (M=3.71). The overall means score (M=8.25) for social and interpersonal skills of CLA reflects moderate opinions of Pakistani ESL teachers about their undergraduates in learning English.

Further, Pakistani ESL teachers revealed moderate perspectives about the challenges faced by their undergraduates on face-to-face promotive interaction of CLA in learning English e.g., "when working together with other students in English class, the physical set-up of classroom is hindrance for my students" (M=2.57), "when working together with other students in English class, my students do not respect each other's opinions" (2.88), and "when working together with other students in English class, my students do not get enough opportunity to practise English" (M=2.80). The overall means score (M=13.7) for Face-to-Face Promotive Interaction of CLA reflects moderate opinions of Pakistani ESL teachers about their undergraduates in learning English.

The items containing responses of positive and moderate perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English clearly show that Pakistani ESL undergraduates are facing moderate challenges in CLA in learning English. Overall, the results also indicate that the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English mostly range from positive to moderate perspectives that mean they are facing moderate challenges in CLA in learning English.

4.12 Relationship between the Challenges faced by Pakistani ESL Undergraduates in CLA and Perspectives of Pakistani ESL Teachers about the Challenges faced by their Undergraduates in CLA

Table 4.23 shows the relationship between the challenges faced by Pakistani ESL undergraduates on CLA and the perspectives of ESL teachers about the challenges faced by their undergraduates on CLA in learning English.

Table 4.23: Relationship between the challenges faced by Pakistani ESL undergraduates on CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates on CLA

		Challenges faced by Pakistani ESL undergraduates on CLA	**Perspectives of ESL teachers about the challenges faced by their undergraduates on CLA**
Challenges faced by Pakistani ESL undergraduates on CLA	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	420	
Perspectives of ESL teachers about the challenges faced by their undergraduates on CLA	Pearson Correlation	-.031	1
	Sig. (2-tailed)	.858	
	N	35	35

Table 4.23 explains the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The r value is reported as -.031 that also shows weak negative relationship between the challenges faced

by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Hence, the results show that the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are not similar.

4.13 Chapter Summary

Descriptive analysis is used to analyse the frequencies and percentages of the demographic data achieved from 420 Pakistani ESL undergraduates from seven public universities i.e., AIOU (60) with 14.3%, AU (60) with 14.3%, IIUI (60) with 14.3%, BU (60) with 14.3%, QAU (60) with 14.3%, NUML (60) with 14.3%, and FUUST (60) with 14.3% in which 254 (60.5%) were male and 166 (39.5%) were female respondents. After that, 35 Pakistani ESL teachers i.e., AIOU (05) with 14.3%, AU (05) with 14.3%, IIU (05) with 14.3%, BUI (05) with 14.3%, QAU (05) with 14.3%, NUML (05) with 14.3%, and FUUST (05) with 14.3% in which 21 (60%) were male and 14 (40%) were female research respondents participated in this research. Besides, the results indicate that Pakistani ESL undergraduates revealed positive attitudes on its three aspects that mean they are interested in learning English. Similarly, the results clearly indicate that the perspectives of Pakistani ESL teachers were declared as positive perspectives about three aspects of their undergraduates' attitudes towards learning English. In addition, weak negative relationship shows that the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English are not similar. Moreover, the views of Pakistani ESL undergraduates are almost positive about CLA in learning English. It means that Pakistani ESL undergraduates like CLA in learning English. Apart from this, Pakistani ESL teachers

revealed positive perspectives about their undergraduates in CLA in learning English. It means that Pakistani ESL teachers also expressed that their undergraduates like CLA in learning English. Weak negative correlation shows that the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English are not similar. Pakistani ESL undergraduates revealed almost moderate views on the challenges faced by them in CLA in learning English. Hence, it means they are facing moderate challenges in CLA in learning English. The perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English range from positive perspectives to moderate perspectives that mean they are facing moderate challenges in CLA in learning English. Further, weak negative correlation shows that the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are not similar.

CHAPTER 5

DISCUSSION

5.1 Overview

This chapter deals with the following key areas. First, attitudes of Pakistani ESL undergraduates on its three basic aspects i.e., affective, cognitive, and behavioural towards learning English, the perspectives of ESL teachers about affective, cognitive and behavioural aspects of their undergraduates' attitudes towards learning English, and the relationship between attitudes of Pakistani ESL undergraduates towards learning English, the perspectives of ESL teachers about their undergraduates' attitudes towards learning English are thoroughly discussed. Second, views of ESL undergraduates about CLA on its five elements i.e., positive interdependence, group processing, individual and group accountability, social and interpersonal skills, and face-to-face promotive interaction in learning English, the perspectives of ESL teachers about their undergraduates on CLA' five elements i.e., positive interdependence, group processing, individual and group accountability, social and interpersonal skills, and face-to-face promotive interaction in learning English, and negative relationship between the views of ESL undergraduates about CLA in learning English and perspectives of ESL teachers about their undergraduates on CLA in learning English are discussed in detail. Finally, challenges faced by ESL undergraduates in CLA's five elements i.e., positive interdependence, group processing, individual and group accountability, social and interpersonal skills, and face-to-face promotive interaction in learning English, the perspectives of ESL teachers about the challenges faced by their undergraduates in CLA's five elements i.e., positive interdependence, group processing, individual and group accountability, social and

interpersonal skills, and face-to-face promotive interaction in learning English, and the relationship between the challenges faced by ESL undergraduates in CLA in learning English and perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English are discussed. The research questions are stated below for discussion to accomplish the goals of this inquiry in the following section:

i. What are the attitudes of Pakistani ESL undergraduates towards learning English?

ii. What are the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iii. What is the relationship between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English?

iv. What are the views of Pakistani ESL undergraduates about CLA in learning English?

v. What are the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English?

vi. What is the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of ESL teachers about their undergraduates on CLA in learning English?

vii. What are the challenges faced by Pakistani ESL undergraduates in CLA in learning English?

viii. What are the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

ix. What is the relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English?

5.2 Pakistani ESL Undergraduates' Positive Attitudes and Positive Perspectives of Pakistani ESL Teachers about their Undergraduates' Attitudes

5.2.1 Affective Aspect

The results showed that Pakistani ESL undergraduates revealed positive attitudes on its affective aspect towards learning English. Moreover, ESL teachers also expressed the same perspectives about their undergraduates' attitudes on its affective aspect towards learning English. It means that Pakistani ESL undergraduates acknowledge the affective aspect of attitudes towards learning English because learning English is interesting, useful, and good for their self-development. In addition, Le and Le (2022) reported that Vietnamese undergraduates took interest in learning English since it was interesting and useful for their self-development. Likewise, Fazzi and Lasagabaster (2021) also showed that Italian secondary school students were interested in learning English as they were familiar with the fact that learning English would be useful area for their self-development. Moreover, Mekheimr (2023) expressed that Egyptian college students showed their interest in learning English. Moreover, learning English helped them to get success as it improved

their personalities. In addition, Ming et al. (2018) claimed that Malaysia EFL learners of secondary schools revealed positive attitudes on its affective aspect towards learning English. These findings are in line with Alkarash et al. (2021) who showed that Malaysian school EFL students expressed that learning English improved their personalities because it is interesting and useful for their careers. Different contexts with same results reveal that learning English is interesting, useful, and good for the self-development of Pakistani ESL undergraduates (Asgher et al., 2018). First, the likely reason behind the comparable results is that both Pakistani ESL undergraduates and teachers have the background of English as a major subject. Second, Pakistani ESL undergraduates understand how learning English can benefit them in many areas of their daily lives (Rasool & Winke, 2019). They view being able to communicate fluently in English as a great advantage that will help them succeed academically, communicate with more people, and become more marketable in the tough job market (Haidar, 2021a). Third, Pakistani ESL undergraduates may feel more confident after learning English since it gives them a useful ability that makes it possible for them to interact with people in a globalised society (Shamim, 2011). Their ability to communicate more effectively in social and academic contexts when they are fluent in English boosts their self-confidence and sense of competence (Rasool et al., 2023). Fourth, experiencing enjoyment in English language learning is a common experience for many Pakistani ESL undergraduates. Learning a new language, getting to know its subtleties, and utilising it to communicate with people could be enjoyable for them. Their general sense of happiness and contentment with their academic pursuits may be influenced by the sense of accomplishment that comes with becoming proficient in English (Ahmed et al., 2021).

The affective aspect of undergraduates' attitude revealed that learning English makes them happy, proud, and confident. Furthermore, this result is consistent with

Vygotsky's (1978) sociocultural stance, who believes in fostering affective growth through the participation of students in learning English. Similarly, Mustafawi et al. (2022) revealed that Qatari undergraduates kept positive attitudes of its affective aspect towards learning English. Orfan (2020) revealed that Afghan undergraduates showed positive attitudes on its affective aspect towards learning English since it enhanced their happiness. Moreover, these findings are also in line with Alkarash et al. (2021) who found that Malaysian school EFL students reported that learning English improves the confidence of the ESL learners towards learning English. Likewise, Pham (2022) reported positive attitudes of Vietnamese university undergraduates on its affective aspect towards learning English enables them to feel proud. These findings are like the research conducted in Pakistani school context where Soomro et al. (2018) revealed that the affective aspect of Pakistani students' attitudes plays a vital role in learning English because learning English made them feel confident, happy, and proud. These findings are in line with Abidin et al. (2012) who found that Libyan secondary school students were feeling happy, confident, and proud in learning English. Likewise, Fazzi and Lasagabaster (2021) showed that Italian secondary school students were found confident, proud, and happy in learning English. Al-Samadani and Ibnian (2015) also reported positive attitudes of Saudi EFL students on its affective aspect towards learning English. Moreover, Mekheimr (2023) expressed that Egyptian college students showed confidence, happiness, and pride in learning English. Similarly, Le and Le (2022) stated that Vietnamese undergraduates reported that they felt happy, proud, and confident in learning English. These comparative findings showed that learning English is especially important for the students across the world and therefore, Pakistani ESL undergraduates also revealed that they feel confident, happy, and proud towards learning English. First, it is taught as compulsory subject in all

educational institutes from grade 1 to 14 in Pakistan (Rasool et al., 2023). Second, being proficient in English is a source of pride and achievement for many Pakistani ESL undergraduates. It represents their capacity to go past language obstacles and adjust to a language widely spoken worldwide. This sense of accomplishment over their language abilities may spur them on to pursue opportunities requiring fluency in the language and further develop their English language skills (Lee & Osman, 2021). Third, studying English is a naturally engaging and thought-provoking process for Pakistani ESL undergraduates. The terminologies, organization, and social significance of the language may pique their interest, encouraging them to take an active role with it and keep honing their skills (Qureshi et al., 2021). Fourth, Pakistani ESL undergraduates experience learning English as an avenue of developing themselves professionally and personally. They think that becoming fluent in English will help them to grow both intellectually and personally by opening those new opportunities and expanding their understanding of the subject (Naseem & Sohail, 2019). Moreover, Pakistani ESL undergraduates revealed that learning English boosted their self-confidence which indicated a strong belief that language could be an empowering instrument (Rasool et al., 2023). In a culture where learning English is frequently linked to both social and professional success, students see learning the language to increase their sense of autonomy and confidence in themselves (Orfan, 2020). Although English is viewed as a doorway to modernism and worldwide opportunity, therefore English as an official language of Pakistan, has great social and personal significance to gain confidence (Haidar, 2021a). English language competency is seen by Pakistani ESL undergraduates as a sign of multiculturalism and cultural diversity in addition to being a useful ability (Shamim, 2017). Because of this, learning English is

frequently linked to the feelings of accomplishment that boosts self-confidence of Pakistani ESL undergraduates (Kyaw, 2019).

Overall, Paksitani ESL undergraduates revealed positive attitudes on its affective aspect since learning English makes them feel confident, happy, and proud. Moreover, it is interesting, useful, and good for their self-development. The results showed that learning English is important for Pakistani ESL undergraduates because the affective aspect such as emotions of self-confidence, happiness, and pride, constitute the foundation for positive attitudes of Pakistani ESL undergraduate towards learning English (Lee & Yang, 2020). The apparent interest, usefulness, and personal development linked to learning English have an impact on the affective aspect of attitudes, underscoring the need of providing undergraduates with a nurturing and stimulating atmosphere for learning English (Rasool et al., 2023).

5.2.2 Cognitive Aspect

Pakistani ESL undergraduates revealed positive attitudes on its cognitive aspect towards learning English. Further, Pakistani ESL teachers also revealed the same perspectives about the cognitive aspect of their undergraduates' attitudes towards learning English. It indicates that Pakistani ESL undergraduates give proper weightage to the cognitive aspect of attitudes towards learning English because the like reading English books, newspapers, magazines, journals, short stories, and poems. Similarly, Pakistani ESL teachers also acknowledge that fact that their students like learning English being because of its vibrant scope in various fields. Kazemi Malekmahmudi and Kazemi Malekmahmudi (2018) conducted research in which Iranian medical university undergraduates showed that they like reading English materials i.e., books, magazines, newspapers, and short stories.

Moreover, Mutar (2019) conducted research in which Iraqi university undergraduates reported that they like reading English books, poem, and newspaper. In addition, Akay and Toraman (2015) reported that Turkish university undergraduates showed that they like reading journals, books, and magazines in English. These findings are in line with Orfan (2020) in which Afghan students showed positive attitudes on its cognitive aspect towards learning English since students quoted that they like reading English books, stories, and newspapers. Ahmad et al.'s (2021) research revealed that Pakistani private university undergraduates like reading English books, stories, poems, and magazines as it is important for them. The similarity of results in different research studies elucidates that Pakistani ESL undergraduates also acknowledge the importance of cognitive aspect of attitudes towards learning English. The obvious fact is that learning English has received great attention across the literature of the world as it contributed to various fields of learning including education, commerce, technology, religion, politics, and social media (Shamim & Rashid, 2019). Furthermore, this result is consistent with sociocultural theory of Vygotsky (1978), who supported the idea of student contribution in promoting the cognitive growth in learning English.

The desire to learn the English language resources shows that Pakistani ESL undergraduates are aware of the cognitive advantages associated with learning English language (Khalid, 2016). By reading English books, newspapers, journals, short stories, and poetry, undergraduates may broaden their range of words, enhance their cognitive abilities, and acquire knowledge about a variety of cultures and viewpoints (Chen, 2021). Additionally, it improves their general cognitive ability and fosters the growth of creative thinking capabilities (Soomro et al., 2018). Pakistani students are eager to study English because they believed it would open doors to achievement in all spheres of life (Shahid et

al., 2022). Moreover, Khalid (2016) also reported that Pakistani ESL students at public schools showed positive attitudes on its cognitive aspect in learning English while showing likeness for reading English stories, magazines, books, and newspapers. Like, Rasool and Winke (2019) assessed that Pakistani undergraduates of three public universities showed positive attitudes on its cognitive aspect towards learning English since cognitive aspect of attitudes enable them to increase their understanding about a foreign culture and its language.

Additionally, it offers students a priceless chance to hone their speaking abilities and practise listening skills. The drive of Pakistani ESL undergraduates to acquire English for the purpose of expanding their understanding demonstrates their eagerness towards learning English. Students who interact with English-language resources enhance their general understanding and comprehension in addition to their language proficiency (Raza & Coombe, 2022). This shows a keen interest in learning new things and a drive to advance themselves. It is commonly known that studying English has cognitive advantages. Research have demonstrated that multilingual helps improve cognitive skills including innovative thinking, performing multiple tasks, and resolving problems (Shahid et al., 2022). Pakistani ESL undergraduates who are engaged with instructional materials in English are more likely to reap these intellectual advantages, which can enhance their educational performance and potential employment opportunities (Haidar & Fang, 2019). It may be inferred that when instructional materials, such as English textbooks, are visually appealing and accompanied by many images, learners are able to comprehend each action effectively. According to language academics such as Tomlinson (1998, p. 18), the use of genuine resources enhances the awareness of ESL learners and leads to a constant growth in their language learning capacity. These findings are in line with Zuo et al. (2019) in

which Chinese university undergraduates showed positive attitudes on its cognitive aspect towards learning English. In addition, these results are like the findings of Sinaga and Pustika (2021) study which indicated that Indonesian students revealed positive attitudes on its cognitive aspect towards learning English in vocational high school using Quizizz because it enhances their understanding of the English language.

Moreover, Pakistani ESL undergraduates revealed positive attitudes on its cognitive aspects since they like watching TV shows, news, movies, and listening songs. The reason is evident from their reported results that they like learning English because it increases their knowledge. These results are like Ahmed et al. (2021) who showed that Pakistani private university undergraduates love to watch English movies and listening English songs to become familiar with English language. Srivani et al. (2022) also found Indian university students like to watch English TV channels, news, movies, and listen songs to get expertise in English language. Soomro et al. (2018) also claimed that Pakistani students like to watch English movies and media to learn English. Likewise, Fazzi and Lasagabaster (2021) showed that Italian secondary school students reported that they improved their confidence in learning English via watching English movies and cartoons. Moreover, Mekheimr (2023) stated that Egyptian college students showed likeness for watching English TV series, movies, and cartoons. Similarly, Le and Le (2022) stated that Vietnamese undergraduates reported that their EFL students showed great attentions to watch English TV, movies, and listen songs to get to know the English culture. Gomleksiz (2010) conducted research on Turkish university undergraduates in which they revealed positive attitude towards English language learning. Alkaff (2013) reported positive attitudes of Saudi undergraduates on its cognitive aspect about learning EFL. Tahaineh and Dana (2013) reported positive attitudes Jordanian learners on its behavioural aspect about

learning English. First, Pakistani ESL undergraduates can enhance their language proficiency by seeing English-language films, TV series, and news, and by listening to English music. It improves their accents, terms, and retention of information when they are exposed to real English language material (Azizah, 2022). Second, Foreign civilizations are introduced to Pakistani ESL undergraduates through English language media. They learn about worldwide concerns and developments, and they also explore European values and traditions, which widens their horizons and improves their cultural understanding (Qasim et al., 2023). Third, watching TV series, stories, films, and listening to music in English can be entertaining and engaging for Pakistani ESL undergraduates. They consider it enjoyable to practise their English language abilities and appreciate the material (Rahman, 2020). Fourth, Learning English can expand the comprehension of Pakistani ESL undergraduates. Being able to communicate in English allows one to gain entry to a multitude of resources and knowledge in educational institutions, business, and scientific fields (Manan et al., 2022). Fifth, English language proficiency is frequently necessary for success in the classroom and in the workplace. Undergraduates studying ESL in Pakistan are aware that learning English can enhance both their academic and professional chances because it is a highly sought-after talent in a variety of fields and educational settings (Ghaffar et al., 2023).

The results of numerous studies showed that students from diverse backgrounds like to watch English news, movies, channels, cartoons, and love to listen songs including Pakistan ESL undergraduates because it improves their knowledge. The fact that Pakistani ESL undergraduates like viewing English-language media shows how important English is for them to be able to get their hands on a variety of information as well as media. They are exposed to contemporary circumstances, societal subtleties, and everyday language when

they watch English-language TV series, films, music, and news. One of the possible reasons may be adhering to the learning and instructional process, complete the homework assigned by the instructor, and engage in English-related activities like viewing English-language YouTube channels, films, songs, and music.

ESL undergraduates are intended towards learning English via watching TV shows, movies, and news as learning English is not only a cerebral endeavour but additionally an interpersonal and social commitment (Khalid, 2016). Societal and cultural surroundings also have an impact on learning English through watching TV shows and listening songs that go along with it (Manan et al., 2023). Because English ability is frequently linked to social standing and opportunities for career advancement in Pakistani society, therefore, it is seen by undergraduates to improve their chances of succeeding both socially and economically (Khan & Mansoor, 2020). ESL undergraduates revealed, according to the findings, was that they enjoyed watching English TV shows and movies because of its distinctiveness as it is a status symbol in many countries including Pakistan (Govindasamy & Shah, 2020). Moreover, the students were motivated by their innate eagerness to watch English TV shows, news, movies and listen songs to discover the world around them, this came about for them spontaneously (Liuolienė & Metiūnienė, 2006). In addition, learning English is intimately tied with one's attitudes and the motivation behind it usually creates positive attitudes about learning English. Further, Karahan (2007) also represented the supporting idea about the positive attitude that "positive language attitudes let learners have a positive orientation towards learning English" (p. 84). Because attitudes seem to affect how well learners do in what they learn, they may thus be extremely important in learning English language.

Similarly, the results of the present research were supported by Dhamayanti's (2021) research in which Indonesian senior school students showed positive attitudes on its cognitive aspect towards learning English. Likewise, Irwansyah and Izzati (2021) claimed that Indonesian school students revealed positive attitudes on its cognitive aspect because it increased their motivation and interest towards learning English. In fact, cognitive factors have a strong influence on university students' attitudes when they learn English. This finding was in line with the study of Fadillah and Maryanti (2021), who showed that students enhanced their critical thinking skills in English learning classes. Similarly, participants got engaged in more classroom activities in learning English. As a result, university undergraduates' outcomes increased after a certain period towards learning English. This result was in accordance with Munawir and Hasbi (2021) because undergraduates understood their lessons adequately, so they could perform better.

The study showed that ESL undergraduates have positive attitudes on cognitive aspect towards learning English. They are fully aware of the importance of English, that is why they showed their interest in learning English. The similarity in the findings in different contexts assures that Pakistani ESL undergraduates' cognitive aspect of attitude plays a significant role because it helps them to learn English (Ahmed, 2015). In addition, cognitive aspect of ESL undergraduates' attitude in the research's global settings has treated with special focus on learning English so that undergraduates feel comfortable to get full success in English.

Overall, Pakistani ESL undergraduates revealed positive attitudes on its cognitive aspect towards learning English. It assures that that ESL undergraduates like reading books, newspapers, journals, reading stories, and poems in English. Apart from this, they

explained that they like to watch TV shows, movies, songs, news in English because they like learning English as it increases their knowledge. The commitment with which Pakistani ESL undergraduates approach the cognitive aspect of learning English—reading and watching English-language content—is indicative of their positive attitudes towards the subject (Choy & Cheung, 2022). Their constructive commitment to their studies and acknowledgment of the cognitive advantages of studying English highlight the significance of English proficiency for their educational and personal growth.

5.2.3 Behavioural Aspect

The results reported that Pakistani ESL undergraduates revealed positive attitudes on its behavioural aspect towards learning English. ESL teachers have the same perspectives about the behavioural aspect of their undergraduates' attitudes towards learning English. The result clearly revealed that Pakistani ESL undergraduates like learning English because it helps them to communicate, make friends, travel abroad, pursue higher studies, open more job opportunities. Therefore, learning English is important for their careers and it also helps them use modern technology i.e., internet, social media/Facebook, and Twitter. In relation to the current findings, Al-Noursi (2013) investigated the United Arab Emirates students' attitudes towards learning English, and they revealed positive attitudes on its behavioural aspect towards learning English because it assisted them to promote their relationships, communication skills, and higher education as per its significance in education and society. Similarly, the research of Eshghinejad (2016) shared the equivalent results in which Iranian university graduates revealed positive attitudes on its behavioural aspect towards learning English since it opened job opportunities for them and helped them to use moder technology. According to Ibnain's (2017) research, ninth graders Jordanian public and private schools' EFL students have

good attitudes on its behavioural aspect regarding learning EFL. Viet (2017) revealed that Vietnamese undergraduate students' attitudes were positive on its behavioural aspect towards English. Orfan (2020) indicated that the Afghan university undergraduates had positive attitudes on its behavioural aspect towards English language learning as it enabled them to get good jobs and higher studies abroad while using modern technology. Moreover, Zuo et al. (2019) also stated that Chinese undergraduates showed positive attitudes on its behavioural aspect towards learning English because it has the potential of career and academic development. These findings also supported the results of Pham (2022) in which Vietnamese university undergraduates had positive attitudes on its behavioural aspect towards learning English due to its key role in assisting students to communicate well and make good friends to travel abroad for pursuing higher studies and after that only then they can get better job opportunities. Positive attitudes of students in different contexts showed that learning English is important for them since English language proficiency allows Pakistani ESL undergraduates to establish acquaintances from a variety of backgrounds and ethnicities. Their private lives are enhanced by this interpersonal connection, which also enables them to recognise and value diverse cultures and perspectives from all over (Haidar, 2021b). The language of teaching at many esteemed colleges around the world, especially in English-speaking nations, is English. Because Pakistani ESL undergraduates want to attend these universities for higher education, fluency in the English language is a requirement for both academic performance and access to a wider variety of educational possibilities (Qureshi et al., 2021). Many nations speak English, which is the primary language utilized in the tourism sector. Learning English, according to Pakistani ESL undergraduates, will improve their chances

of travelling and make navigating diverse cultures easier. This will increase the accessibility and enjoyment of international travel (Soomro et al., 2018).

Learning English has been viewed as an avenue of developing communication skills of Pakistani ESL undergraduates. Being proficient in English may expand their perspectives, promote access to novel ideas and data, and boost how well they can speak with others compared to distinct cultural and linguistic backgrounds (Qureshi et al., 2021). According to Kara (2009, p.102), "perceptions towards education, in addition to ideas and beliefs, have such a clear impact on students' behaviour and, subsequently, on their achievement." This was like Crystal's (2013) assertion that "English is used by more people than any other language nowadays as a global language" (p. 111). Furthermore, debates around "Education for All" and the growing prevalence of English in the worldwide market have lately offered English learning an increasingly universal in nature perspective (Shamim, 2011). As a result, numerous learners saw English as a global language that would help them communicate and further their studies. Moreover, Coleman (2010) outlined a few reasons why English can be useful in the advancement of learning. "English makes it possible for students from other nations to collaborate internationally, gives people an opportunity for knowledge and research, and makes it easier for employees, visitors, and learners to travel internationally" (p. 15). According to Coleman (2012), it is often assumed that learners are conscious of the advantages of learning English, which will lead to favourable attitudes towards the language and a greater desire to acquire it. Pakistani ESL undergraduates who possess internet connection may benefit from a wider range of informational resources, and that their ability to navigate and use the internet effectively can be enhanced via the acquisition of English language fluency (Rasool & Winke, 2019). The individuals express their gratitude for the English language

as it facilitates their ability to access a diverse range of informational resources on the Internet (Qureshi et al., 2021). This phenomenon might explain the greater levels of English learning attitudes among Pakistani ESL undergraduate students who have access to the Internet, in comparison to their counterparts who lack such access.

Pakistani ESL undergraduates use English as an intermediate language to connect with individuals from various ethnic groups. Students who are proficient in English may interact with people from other cultures, take part in world-wide communities, and communicate with people all over the world (Dewi & Muhid, 2021). Proficiency in English communication not only improves learners' interpersonal skills but also makes it easier for them to build significant connections and connections. For Pakistani ESL undergraduates who hope to go overseas for business, visit, or higher education, fluency in English is essential. Since English is widely used as one of the primary languages for interaction, being proficient in the language is frequently necessary to enrol in foreign educational institutions and take part in foreign exchanging programmes. So, learning English is thought to help pupils have more opportunities to get to know distinct cultures. Therefore, it is justifiable to assert that learners may have a desire to acquire proficiency in the English language with the intention of residing in a foreign country, therefore, facilitating social interaction with the target language culture or achieving bilingualism (Getie, 2020). Similarly, Brown (2001, p. 181) elucidates that individuals who are learning English language possess a holistic motivation, driven by their desire to assimilate into the cultural milieu of the target language community and actively engage in social interactions within that community.

English-speaking Pakistani ESL undergraduates have access to a multitude of job options (Haidar, 2021a). Since English is frequently employed for corporate communication, numerous global companies have language proficiency requirements for their staff. English language proficiency may also help learners find employment in a variety of fields, such as technology-related jobs, entertainment, restaurant management, and academia. Therefore, mastering English is seen as an essential initial step towards a lucrative profession. These findings are like the study conducted by Khalid (2016) where Pakistani secondary school students' attitudes towards the English culture and English language learning were positive. Between 80 and 90 percent of learners declared strong beliefs that being able to communicate in English positively impacted their ability to get a decent job and thrive in their careers (Qasim et al., 2022). Possessing fluency in English is essential for employment prospects and professional progression in Pakistan as well as abroad. Strong English language abilities are a need for many international businesses, and speaking the language well can improve a person's job potential and professional prospects. In the world of technology, especially on social networking sites and the internet, English is the language that is utilised most frequently.

The world of social media and various other electronic mediums are dominated by English. Being proficient in English opens a world of opportunities and assets for Pakistani ESL undergraduates. Students' enthusiasm in English is inextricably linked to their positive attitude since they see the numerous advantages of learning English. Based on these results, learners indicated that they are motivated to study English because they believe it would enhance their personalities, facilitate their ability to speak with people in the language, and aid them in subsequent professional endeavours. Additionally, it enables users to interact with social media sites like LinkedIn, Facebook, and Twitter—all of

which are crucial resources for socialising, promotional purposes, and keeping up with current happenings and trends across the world (Yasmeen & Sohail, 2019). Pakistani ESL undergraduates understand that being able to communicate effectively in English is crucial to using contemporary technology, accessing online resources, and interacting with people all over the world on web sites like Twitter as well as Facebook (Asgher et al., 2018). The understanding of English as an essential tool for interaction with others, travelling, educational advancement, job prospects, and accessibility to contemporary technologies is the driving force behind Pakistani ESL undergraduates' positive attitudes towards learning the language on its behavioural aspect. English proficiency is seen as a necessary ability for Pakistani ESL undergraduates to learn and excel as it is seen as necessary for reaching their individual, educational, and career objectives. According to Khalid (2016), students had a positive attitude towards studying the language and recognised that having a strong command of the language would be beneficial to helping students excel in their careers. It is logical to assert that ESL learners are acquiring the language with the intention of obtaining improved employment opportunities, and they are learning it to use it in moder technology (Getie, 2020). In relation to this matter, Gardner and Lambert (1972) assert that learners who possess instrumental motivation engage in language acquisition with the intention of securing improved employment opportunities, accessing technical literature, and attaining rewards. Similar findings are expressed by Kashefian-Naeeini et al. (2018) where Iranian undergraduates enrolled in university Kebangsaan Malaysia showed positive attitudes on its behavioural aspect towards learning English.

Overall, Pakistani ESL undergraduates revealed positive attitudes on its behavioural aspects towards learning English. Likewise, Pakistani ESL teachers also expressed positive perspectives about the behavioural aspects of their undergraduates'

attitudes towards learning English. The results shows that Pakistani ESL undergraduates expressed that learning English helps them to communicate with others, make friends, travel abroad, pursue higher studies, open more job opportunities because it is important for their careers that further helps them to use modern technology i.e., internet, social media/Facebook, Twitter etc. Pakistani ESL undergraduates like learning English because it has several advantages in their studies and professional life as an international language, so they want to keep them on high status in Pakistani society because English is regarded as a symbol of white-collar jobs and high status (Haidar, 2021b).

5.3 Weak Negative Relationship between the Attitudes of Pakistani ESL Undergraduates and the Perspectives of Pakistani ESL Teachers about their Undergraduates' Attitudes

In this research, a weak negative relationship is determined between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English. The result shows that the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English are not similar.

These findings are like the research of Dehbozorgi (2012) who examined the competence of Iranian EFL students and its impact on their attitudes towards language learning. The findings revealed that there was no significant correlation between EFL learners' attitudes towards the English language and their proficiency levels. The study also emphasised that although positive attitudes were important, they were not the only determinant of competence. Other characteristics, such as intellect and a desire for learning, were equally influential in achieving proficiency. The results of this study are aligned with a study done by Putri et al. (2023), a correlation was examined between

Indonesian school learners' attitudes towards English and their academic performance. The association between attitudes and English learning performance was determined using a quantitative manner. The findings of the study indicated that there was no statistically significant relationship between learner's perspectives and learning success among learners enrolled in the English department of Indonesian university. Similarly, Herman's (2011) conclusion supported the results of this research while there was no meaningful relationship between English skills and attitude of learners towards the language. These findings are like the research conducted by Kartubi (2017) who also found no significant correlation between the attitudes of Indonesian 11th grade students in learning English and the English proficiency. The outcome is also possible because there were other factors influencing the attitudes of undergraduates in learning English and the English proficiency. The outcome was caused by the fact that their mindset did not constitute the only variable influencing their English competence; it was additionally not the most principal element. The investigator assumed that the English proficiency of learners' competency was influenced by additional factors. Since most learners showed poor desire during testing, motivation is an especially critical component, according to the study. The comparable findings revealed that if a weak negative relationship is determined between the attitudes of Pakistan ESL undergraduates and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English, some factors could potentially elucidate this relationship.

It is crucial to keep in mind that correlation is not always indicative of causation; there may be several other factors at play in this trend. Here are some potential reasons that explain this negative weak relationship. ESL undergraduates in Pakistan represent a variety of socioeconomic origins, have experienced English to differing degrees, and have varying

reasons for wanting to learn the English language. Even though certain Pakistani ESL undergraduates might possess positive attitudes, an instructor's perspectives of other undergraduates may be negative if they believe they lack attention or determination.

Pakistani ESL teachers' perspectives about their undergraduates' attitudes may be impacted if there are obstacles to communication between them and the undergraduates. So, Pakistani ESL teachers could mistakenly view undergraduates' difficulties communicating in English as an absence of engagement. And how Pakistani ESL undergraduates present themselves and engage with their teachers may vary depending on their cultural perspectives towards authoritative individuals as teachers. Several Pakistani ESL undergraduates are having trouble to be completely involved, there may still be some obvious signs of appreciation. Moreover, Pakistani ESL teachers may misinterpret undergraduates' replies to negative attitudes when their methods of instruction do not belong to their undergraduates' educational choices or whenever they lack the successful involvement of their undergraduates.

It is possible that Pakistani ESL undergraduates would not immediately recognise how learning English can help them achieve their career or private objectives. Pakistani ESL teachers could see how their attitudes are affected by this apparent absence of engagement. Students may have outside factors that affect their attitudes towards learning English, including demands from parents or society conventions. This external force as pressure might be perceived badly by their teachers. It may affect Pakistani ESL undergraduates' attitudes and, as a result, the perspectives of teachers if they do not have accessibility to useful resources for learning or if the atmosphere for learning is unfriendly. If undergraduates fail to live according to the specific standards of teachers, this may cause teachers to develop bad thoughts about the undergraduates' attitudes. This may be

especially true if Pakistani ESL teachers are used to a definite standard of performance from earlier cohorts of undergraduates. Pakistani ESL Teachers might get incorrect impressions about undergraduates' attitudes because of misreading intangible signs, misinterpreting undergraduates' behaviours, or having little engagement with them.

5.4 Pakistani ESL Undergraduates' Views about CLA and the Perspectives of Pakistani ESL Teachers about their Undergraduates in CLA

5.4.1 Positive Interdependence

The results showed that Pakistani ESL undergraduates showed positive views about positive interdependence of CLA in learning English. In addition, Pakistani ESL teachers also revealed positive perspectives about their undergraduates' positive interdependence of CLA in learning English. Jieun and Osman (2021) compared the views and observations of Korean and United Arab Emirates' students on positive interdependence of CLA and they revealed positive views on it. Apart from this, Afni (2021) revealed that Indonesian high school EFL students showed positive views on positive interdependence of CLA towards learning English. Likewise, Le et al. (2018) revealed positive views of Vietnamese EFL learners about group work' positive interdependence towards learning English. Moreover, Anwar et al. (2022) conducted research on Bangladeshi public university and Madaris students who revealed the positive views on positive interdependence of CLA in learning English. In addition, Qureshi et al. (2021) also revealed that Pakistani undergraduates showed positive views on positive interdependence of CLA in learning. Tanaka and Sanchez (2016) also revealed positive perspectives of Japanese college students on positive interdependence of CLA towards learning English. Fawcett and Garton (2005) explored positive beliefs of Western Australian school students on positive interdependence of CLA in learning English. Judy-Shih (2021) explored positive views of Taiwanese private

university students on positive interdependence of CLA towards learning English. Kessler (2003) explored positive perspectives of USA school students on positive interdependence of CLA in learning English. The similar findings in different context of studies clearly show that positive interdependence of CLA has gained great attention throughout the world including Pakistan. Pakistani ESL undergraduates revealed that CLA promoted positive interdependence in learning English because it enables them to make decisions, think critically, and solve their problems in learning English. They might be aware of the advantages of group learning, such the chance to share ideas, see things from different angles, and improve on each other's advantages and disadvantages. Furthermore, Vygotsky's (1978) sociocultural theory emphasises the significance of student involvement in fostering their learning English process. According to Lantolf (2023) providing students with positive interdependence via scaffolding improves abilities to learn English by enabling group members to generate thoughts and then share them with others to receive more clarity. Transitional assistance, sometimes referred to as scaffolding provided by MKOs, helps students familiarize themselves with the subject matter when learning English (Aini et al., 2022). Stated differently, it attests to the fact that the ZPD and Vygotskian scaffolding guarantee that ESL undergraduates progress when assisted by a peer or someone with more expertise. As a result, it may foster individuals' positive interdependence in learning English. According to sociocultural perspective, English language is an essential social instrument (Lantolf, 2023).

There are certain reasons behind the positive views of ESL undergraduates on positive interdependence of CLA in learning English. Working in groups forces students to consider and weigh several choices before coming to a decision, which can help them improve their decision-making abilities (Nasim & Yasmeen, 2019). Because group work

requires students to examine information, assess arguments, and develop logical answers collectively, it can foster critical thinking (Almusharraf & Bailey, 2021). Students get the chance to solve problems in the real world through CLA, which can improve their creativity and problem-solving abilities (Alghasab et al., 2019). Their self-confidence in their capacity for effective communication and teamwork might increase when they successfully collaborate with peers to accomplish a shared objective (Law et al., 2017). Pakistani culture places a high importance on group problem-solving and decision-making, which may explain why people have positive perspectives about working in groups (Zhu & Eamoraphan, 2022). Working in groups gives them the chance to put their English language proficiency to use in a real-world setting, which can improve their learning process (Qureshi et al., 2021).

Pakistani ESL undergraduates revealed positive views that they want to be with their friends while working together with other students whereas they showed negative views on the item that they do not want to be with their friends in group work. The statements verify that ESL undergraduates believe in friendships for working under CLA environment. The first reason behind this perspective is that collaboration with friends can foster a more relaxed and familiar learning atmosphere, which can lower anxiety and increase their interest in learning English (Alghasab et al., 2019). Friends can be helpful when working on difficult jobs or projects since they typically offer support and a sense of trust (Bonsu, 2022). Friends can collaborate more effectively and efficiently since they understand one other's preferences and have established communication methods (Mehta et al., 2021). Friends frequently have comparable interests and aspirations, which promotes stronger cohesiveness and dedication to reaching shared English language learning goals (Laal, 2013). Collaborating with friends offers a chance for interpersonal communication,

which can enhance and intensify the educational experience (Schmitz & Winskel, 2008). Friends have the power to positively impact one another's attitudes and actions towards studying English, which can boost persistence and motivation (Chandra, 2015). Finally, collaborating with friends helps improve group cohesiveness, which promotes improved cooperation and teamwork when learning English (Chandra, 2015).

Therefore, Pakistani ESL undergraduates showed that working together with other students enables them to help others and enhances their connection with peers. Through CLA, individuals may share their abilities and expertise. By distributing, fellow students with a deeper comprehension might assist learners who might be having difficulty with specific areas of English (Laal & Ghodsi, 2012). Collaborating with one another fosters peer teaching, in which learners clarify ideas to one another in a way that makes sense. This benefits the student getting the information as well as the student giving the instruction by solidifying their knowledge (Johnson & Johnson, 2014). The use of working together can raise students' interest in the subject matter. Students who collaborate with one another are more likely to participate fully in discussions and tasks in class, which can result in a deeper comprehension of the material (Barfield, 2016). Collaborating in teams enables students to enhance their speaking, listening, and idea-presenting abilities. For ESL undergraduates who are attempting to get better at the language, this can be helpful. Students get opportunity to develop connections with fellow learners through CLA. As a result, they may feel more connected to the group and have a better overall learning experience (Khasanah, 2023). Students can learn empathy for one another by cooperating. They might have a greater understanding of the difficulties their peers encounter when learning English and be more eager to lend a hand and encourage one another. So, collaborative education can also help students from divergent backgrounds exchange

cultures. Students can benefit from each other's cultural experiences and have their viewpoints widened as a result (Johnson & Johnson, 2014).

Through collective choice-making and arguments, Pakistani ESL undergraduates can take part in CLA and cultivate their abilities to critically think by considering the perspectives and thoughts of others in the group. They can also gain an increased awareness of the English language and its unique characteristics by participating in arguments, debates, and discussions (Zhu & Eamoraphan, 2022). Pakistani ESL undergraduates can interact with fellow students in English classrooms through CLA. The social component of education has the potential to enhance and prolong the pleasure and interest of studying English (Zhang et al., 2021). Learners can develop close bonds with their friends by collaborating to achieve a similar objective, which can enhance their determination and academic performance. The fact that Pakistani ESL undergraduates choose CLA strategies in their English classrooms suggests that they recognise the advantages when collaborating with peers. CLA strategies offer an organised system that enables learners to interact together productively to accomplish group learning objectives (Grami, 2010). The significance that Pakistani ESL undergraduates take on collaborating with their classmates is highlighted by their positive views on the beneficial interdependence of CLA towards learning English. In addition to improving their ability to make decisions, think critically, and solve problems, CLA enables students to connect with their classmates and take pleasure in the educational process (Ahmed Abdel-Al Ibrahim et al., 2023). Pakistani ESL undergraduates are motivated to support one another's study via the positive interdependence of CLA. This improves their command of the English language and instils in them a sense of accountability to their classmates. Furthermore,

CLA gives individuals the chance to collaborate to find solutions to issues, which improves their capacity for problem-solving even more (Anwar et al., 2022).

Overall, the result clearly stated that Pakistani ESL undergraduates supported the element of positive interdependence of CLA because it enables them to make decisions, think critically, help others, solve problems and connections with peers in English classes. Moreover, Pakistani ESL undergraduates want to be with their friends in English class using CLA. Moreover, Pakistani ESL teachers kept the same perspectives about their undergraduates on positive interdependence of CLA in learning English.

5.4.2 Group Processing

Pakistan ESL undergraduates declared positive views about group processing of CLA in learning English. Likewise, ESL teachers revealed the same perspectives about ESL undergraduates about group processing of CLA in learning English. Anwar et al. (2022) conducted research on Bangladeshi public university and Madaris students who revealed the positive views on group processing of CLA in learning English. Similarly, Tanaka and Sanchez (2016) also revealed positive perspectives of Japanese college students on group processing of CLA towards learning English. Moreover, Afni (2021) revealed that Indonesian high school EFL students showed positive views on group processing of CLA towards learning English. Fawcett and Garton (2005) explored positive beliefs of Western Australian school students on group processing of CLA in learning English. Kessler (2003) explored positive perspectives of USA students on group processing of CLA in learning English. Qureshi et al. (2021) also revealed that Pakistani undergraduates showed positive views on group processing of CLA in learning English. Likewise, Le et al. (2018) revealed positive views of Vietnamese EFL learners about group

work' group processing towards learning English. The similar findings in different context of studies clearly show that group processing is widely practised in CLA literature across the world including Pakistan. Pakistani ESL undergraduates revealed that CLA promoted group processing in learning English because it helped undergraduates to be assigned in groups and enjoy working with a group of mixed abilities students because it enhances their team spirit. Whereas they revealed moderate views on group processing that means sometimes they like to be assigned in a group of similar abilities and sometimes with those students who seated near each of them. Only one item showed negative views because they are not given chance to select their group members.

Pakistani ESL undergraduates revealed positive views on group processing based on some reasons because students who are in mixed ability groups can benefit from one another's knowledge. First, in the process of supporting those who are having difficulties, advanced learners can reinforce their own expertise (Azizah, 2022). Second, mixed-ability group unites learners who have varying skill sets and areas of weakness. This variety may result in more insightful conversations and a deeper comprehension of the issue at hand (Haq & Sadat, 2024). Third, students can learn collaborative skills like empathy, communication, and cooperation by working in mixed-ability groups. These abilities are beneficial for future academic and professional pursuits in addition to language learning (Jieun & Osman, 2021). Fourth, being in a mixed-ability group can be inspiring because of working with more experienced students might inspire struggling students to get better, while advanced students might feel obligated to support their peers (Almusharraf & Bailey, 2021). Students who are in mixed ability groups could feel more confident in themselves. While struggling students can feel supported and encouraged by their peers, advanced students can develop confidence via aiding others (Sedhu et al., 2015). People frequently

must collaborate with others who have different skill levels in real-world settings. Students who are in mixed-ability groups gain the skills necessary to work well together in a variety of settings (Grami, 2010). Teachers can tailor education among a group of students with varying skill levels to match the requirements of everyone. This may result in a more individualised education that considers each student's advantages and disadvantages (Law et al., 2017).

Pakistani ESL undergraduates showed positive views while working together with other students help one another to enhance their team spirit in English class. Undergraduates who collaborate well have a feeling of commitment and shared objectives. As they cooperate to achieve a common goal, their team spirit may be strengthened by this shared concentration (Schmitz & Winskel, 2008). Students that work as a team can encourage one another, which can deepen their friendship and foster a sense of togetherness. They can become more cohesive as a team and foster a healthy learning atmosphere through this mutual support (Johnson & Johnson, 2014). Through collaborative work, students can practise critical teamwork abilities like communication, cooperation, and dispute resolution. These abilities are beneficial in the classroom as well as in subsequent academic and professional contexts. Students can develop a feeling of community by cooperating in a team environment. They may feel more linked to their classmates and the educational process, which might improve their sense of belonging and team spirit. Students' involvement with the material can be raised through collaborative effort. Students are more likely to participate fully in conversations and activities when they collaborate, which can improve their learning process and sense of teamwork (Govindasamy & Shah, 2020). Positive interactions among pupils are fostered via collaborative effort. Building trust, respect, and understanding among team members is

possible through these interactions, all of which are critical for strengthening team spirit. Students can celebrate their accomplishments as a team when they collaborate. This has the potential to strengthen their sense of unity and inspire them to maintain their cooperative work ethic in the future (Bonsu, 2022).

ESL undergraduates showed moderate views when they are assigned to a group of similar abilities in learning English. It means that placing ESL undergraduates in groups according to skill levels promotes more equitable teamwork in which each member can make a significant contribution (Panhwar, 2016). All parties involved may benefit from a more fruitful educational experience as a result. The learners who might ordinarily get overwhelmed or marginalised when working together with higher-achieving pupils may find that they are less frustrated when they are in a group of students with similar ability (Qureshi et al., 2021). It establishes a nurturing atmosphere in which learners can advance at a reasonable speed. Similar-ability students are better able to help one another as peers (Haq & Sadat, 2023). They can provide focused assistance and support since they have a greater probability to be aware of how others are struggling (Almulla, 2017). Placing students into similar ability groups can result in more specialised instruction and educational tasks which are more appropriate for their present competency level. This has the potential to raise academic achievement levels and enhance the results of learning (Gillies, 2016). Undergraduates' confidence is increased when they work in groups with similar skill levels because they seem more than capable of sharing and actively collaborating. This may result in a favourable outlook on acquiring English (Almajed et al., 2016). While ability-based grouping promotes comfort in the classroom, it can also push kids to reach higher standards. Students may be inspired to go for greater levels of competency when they are surrounded by others who share their talents. By assigning

students to ability-based groups, teachers can more successfully differentiate their education, modifying materials and activities to fit the unique requirements of each group (Schmitz & Winskel, 2008). In addition, Vygotsky's (1978) sociocultural theory highlights the importance of student engagement in promoting social, emotional, and cognitive development throughout the process of learning the English language. Further, group processing as a form of learning scaffolding enhances learners' English language learning capacities by allowing teammates to produce ideas and then communicate with others for clarification (Lantolf, 2006). When learning English, bridging assistance—sometimes referred to as scaffolding—is provided by MKOs to assist individuals become familiar with the material (Law et al., 2017). In simpler terms, data confirms that ESL undergraduates advance when helped by a fellow student or a person with greater experience, as guaranteed by the ZPD and Vygotskian scaffolding. Consequently, it might encourage learners to learn English through group processing. The English language is a vital social tool, according to the sociocultural approach (Lantolf, 2023).

Pakistani ESL undergraduates showed moderate views when assigned to group members seated near each other in learning English. Communication is facilitated by having seats close to one another. Without moving or speaking up, learners may inquire concerns, clarify concepts, and explore ideas (Alghasab et al., 2019). Cooperation is encouraged by closeness. It is simple for students to collaborate on group projects, share resources, and encourage one another's academic growth. Within the team, physical closeness promotes a sense of togetherness (Mehta et al., 2021). Students who are interested in the success of one another and emotionally attached to their group members are more inclined to express themselves that way. The interactions between groups can be improved by proximity (Kessler, 2003). Pupils who are seated close to one another are

more likely to connect and form productive working connections. Peer learning is facilitated by proximity. Students can watch and pick up tips from one another's methods, viewpoints, and techniques. Assigning pupils to seats close to one another can aid in minimising disruptions (Lee & Osman, 2021). Students can concentrate more on the current activity and are less likely to get sidetracked by other groups. Placing students close to one another fosters inclusion. It guarantees that every group member participates fully in conversations and activities (Choy & Cheung, 2022).

Pakistani ESL undergraduates revealed negative views that they are not given a chance to choose their own group members. There are certain reasons behind the stance. First, the school or organisation may decide to assign students to groups according to a variety of criteria, including academic performance, class size, and scheduling restrictions (Neo et al., 2012). Second, to guarantee that each group has a well-balanced mix of personalities, skill levels, and language competency, the teacher may choose to allocate groups themselves (Kyaw, 2019). Third, encouraging students to choose their own group members could lead to the emergence of cliques, which can impede cooperation and alienate specific pupils (Lee & Yang, 2020). Fourth, to guarantee heterogeneity regardless of ethnic origin, gender, language ability, and educational attainment, instructors can allocate teams. This can improve the learning environment (Chen, 2021). Fifth, student may not always be able to choose members of their own group due to time limits, particularly in big classes in which it may be challenging to stay organised (Schmitz & Winskel, 2008). Sixth, whether groups are assigned at random or by the instructor, it guarantees that every student gets an equal chance to collaborate with various peers and gain insight from a range of viewpoints. Of letting learners pick their own groups, the instructor may have objectives in consideration that are better met by allocating groups in a

deliberate manner (Azizah, 2022). Finally, Pakistani ESL undergraduates were not given proper chance to select their group members in the context due to the contextual impact of teacher-centred pedagogy (Panhwar et al., 2017). These findings are like the idea exonerated by Gillies (2014) who added that under teacher-centred learning environments students are not given freedom to select their own members because instructors do not want to share their authority with students.

Overall, the result clearly stated that Pakistani ESL undergraduates supported the element of group processing of CLA because teachers may guarantee that each learner is actively involved in their educational experience and contributes to the team's accomplishment by allocating them to groups (Le et al., 2018). Most learners are placed in groups with undergraduates of mix abilities; however, some are placed in groupings with similar abilities. Learning from other students is encouraged by this method, as more experienced learners may assist less experienced classmates. Additionally, it fosters a positive learning atmosphere where learners may benefit from one another's assets and shortcomings (Zhang et al., 2018). Pakistani ESL undergraduates are frequently paired with teammates who are positioned close to one another. Learners who were not likely to have decided to collaborate are encouraged to collaborate owing to this strategy. In the educational setting, it also fosters a feeling of connection as learners get to know one another via CLA practices. In English classes, Pakistani ESL undergraduates who use these group processing strategies can improve their team culture. Learners get a feeling of ownership and friendship by cooperating to achieve an objective that everyone shares. Better results and a more enjoyable learning environment for all group members may result from this (Murray, 2008). Pakistani ESL undergraduates complained that they were put in groups rather than allowed to select members of their own choice. This strategy tries to

stop social loafing, which is the tendency for people to work less hard when they are among other undergraduates (Gillies & Ashman, 2010). The positive views that ESL undergraduates from Pakistan have about group processing in CLA show that they appreciate the chances that CLA offers for social learning as well as teamwork. In English classes, teachers can establish a CLA atmosphere that encourages cooperation and builds students' sense of teamwork by implementing assigned, mixed-abilities, and proximity-based groupings (Duckworth, 2010). Therefore, group processing helped Pakistani ESL undergraduates to enhance their team spirit in English class according to the perspectives of Pakistani ESL teachers.

5.4.3 Individual and Group Accountability

Pakistani ESL undergraduates showed positive views about individual and group accountability of CLA in learning English. Similarly, the same perspectives were revealed by their ESL teachers about individual and group accountability of CLA in learning English. Afni (2021) revealed similar findings that Indonesian high school EFL students showed positive views on about individual and group accountability of CLA in learning English. Likewise, Le et al. (2018) revealed positive views of Vietnamese EFL learners about individual and group accountability of CLA in learning English. Tanaka and Sanchez (2016) also revealed positive perspectives of Japanese college students about individual and group accountability of CLA in learning English. Judy-Shih (2021) explored positive views of Taiwanese private university students about individual and group accountability of CLA in learning English. Jieun and Osman (2021) compared the views and observations of Korean and United Arab Emirates' students about individual and group accountability of CLA in learning English and they revealed positive views on it. Fawcett and Garton (2005) explored positive beliefs of Western Australian school

students about individual and group accountability of CLA in learning English. Qureshi et al. (2021) also revealed that Pakistani undergraduates showed positive views on individual and group accountability of CLA in learning English. Moreover, Anwar et al. (2022) conducted research on Bangladeshi public university and Madaris students who revealed the positive views on individual and group accountability of CLA in learning English. Likewise, Le et al. (2018) revealed positive views of Vietnamese EFL learners about group work' individual and group accountability towards learning English. Kessler (2003) explored positive perspectives of USA students about individual and group accountability of CLA in learning English. The similar findings in different context of studies clearly show that individual and group accountability is widely practised in CLA literature across the world. Pakistani ESL undergraduates' positive views clearly showed that they like the element of individual and group accountability because it creates a relaxed learning atmosphere that reduces their anxiety and fear. Moreover, they reported that it makes their learning of English easier because it enhances their abilities to complete their tasks on time, enables them to do quality work, and enhances their performance in English assessments/tests. Additionally, Vygotsky's (1978) sociocultural theory emphasises the value of student participation in fostering social and affective growth during the English language learning process. So, ZPD and scaffolding as elements of sociocultural theory affirm that individual and group accountability enhances learners' English language learning capacities by allowing teammates to produce ideas and then communicate with senior peers for clarification (Lantolf, 2023).

There are certain reasons in the background of positive views of Pakistani ESL undergraduates on individual and group accountability of CLA environment in learning English. It referred to each student's responsibility for their personal education as well as

for making a positive contribution to the group's achievement. This shared accountability could ease the burden on individual students and foster a more laid-back environment (Qureshi et al., 2021). It is possible to guarantee that every student participates equally in the learning process through individual and group accountability. This could lessen their fear and anxiety that might result from uneven group task participation (Zhang et al., 2018). Undergraduates could feel more comfortable taking chances and experimenting with latest ideas in a supportive setting when they were aware that they would be responsible for both their own education and the support of their group members (Haq & Sadat, 2024). Undergraduates' clear expectations and criteria for involvement were associated with accountability, both individually and in groups. Students would feel less confused and more at ease with their group responsibilities because of this clarity (Azizah, 2022). Accountability on both an individual and collective level frequently entails having the chance to reflect on one's personal growth and group contributions (Akbar, 2015). Students who engage in this introspective activity may feel more in charge of their education and more at ease with their advancement (Judy-Shih, 2021). Undergraduates can develop trust among their peers by being accountable on both an individual and group level. A more laid-back learning atmosphere can be produced in the group by fostering mutual respect and trust because of everyone being accountable for their efforts (Maton, 2016). Students who meet the requirements for both individual and group accountability may feel more accomplished and forward-thinking. This encouraging feedback may help foster a carefree and upbeat attitude towards learning English (Govindasamy & Shah, 2020).

Pakistani ESL undergraduates' positive views on individual and group accountability in CLA benefit from a laid-back learning atmosphere that is fostered.

Pakistani ESL undergraduates' fear and anxiety are lessened when students see they oversee their own studies and that they can depend on other students in the group for assistance, which makes learning English less difficult and more pleasurable (Choy & Cheung, 2022). Pakistani ESL undergraduates' capacity for both individual and group responsibility improves their output and timely completion of assignments in CLA via showing positive views on it. Undergraduates are more motivated to remain concentrated and dedicated to the subject at hand when they know they are responsible for all their efforts, which improves results on behalf of the entire group and the individual learners (Dewi & Muhid, 2021).

Positive views of Pakistani ESL undergraduates on individual and group accountability of CLA showed that they improved their assessments in learning English. Learners can more successfully show their comprehension and execution of English language abilities and enhance evaluation results through assuming responsibility for their study and collaborating with their classmates (Aini et al., 2022). Pakistani ESL undergraduates' positive views on individual and group accountability of CLA in learning English improves their capacity to work both autonomously and cooperatively, effectively utilise their time, and do outstanding work. These abilities are beneficial for their subsequent professional and academic pursuits in addition to their current situation of learning English (Zhu & Eamoraphan, 2022). The significance that Pakistani ESL undergraduates have on accepting personal responsibility for their personal learning and making a good contribution to the achievement of their group is highlighted by their positive views on individual and group accountability in CLA. Individual and group accountability performs an integral part in supporting successful CLA experiences for Pakistani ESL undergraduates by fostering a relaxed atmosphere for learning, lowering

anxiety and fear, and improving their capacity to finish tasks on time while continuing to develop high-quality work (Law et al., 2017). In addition, Pakistani ESL teachers revealed positive perspectives about their undergraduates on individual and group accountability of CLA in learning English. They showed that CLA makes their students' learning of English easier which reduces their anxiety and fear. Due to which they complete their tasks on time and do quality work and it can be seen from their performance in English assessments/tests (Zhang et al., 2018).

Overall, Pakistani ESL undergraduates showed positive views about individual and group accountability of CLA in learning English. Similarly, Pakistani ESL teachers revealed positive perspectives about their undergraduates' individual and group accountability of CLA in learning English. It means that Pakistani ESL undergraduates revealed that CLA promoted individual and group accountability in learning English because it creates a relaxed learning atmosphere that reduces their anxiety and fear. Moreover, they reported that it makes their learning of English easier because it enhances their abilities to complete their tasks on time, enables them to do quality work, and enhances their performance in English assessments/tests.

5.4.4 Social and Interpersonal Skills

Moreover, Pakistani ESL undergraduates revealed positive views about social and interpersonal skills of CLA in learning English. Similarly, Pakistani ESL teachers also kept the same perspectives about their undergraduates' social and interpersonal skills of CLA in learning English. Similarly, Zhang et al. (2018) revealed that Chinese EFL college students showed positive perspectives on social and interpersonal skills of CLA in learning English. Moreover, Schmitz and Winskel (2008) study revealed that Australian government

students revealed positive attitudes on social and interpersonal skills of CLA in learning English. Likewise, Lee et al. (2018) revealed positive views of Vietnamese EFL learners about group work' social and interpersonal skills of CLA towards learning English. Moreover, Judy-Shih (2021) explored positive views of Taiwanese private university students about on social and interpersonal skills of CLA in learning English. Anwar et al. (2022) conducted research on Bangladeshi public university and Madaris students who revealed the positive views on social and interpersonal skills of CLA in learning English. In addition, Afni (2021) revealed that Indonesian high school EFL students showed positive views on social and interpersonal skills of CLA towards learning English. Jieun and Osman (2021) compared the views and observations of Korean and United Arab Emirates' students on social and interpersonal skills of CLA in learning English and they revealed positive views on it. Qureshi et al. (2021) also revealed that Pakistani undergraduates showed positive views on social and interpersonal skills of CLA in learning English. Fawcett and Garton (2005) explored positive beliefs of Western Australian school students on social and interpersonal skills of CLA in learning English. The comparable results in different contexts show that social and interpersonal skills are widely practised in CLA literature across the world like Pakistan. Pakistani ESL undergraduates' positive views clearly showed that they like the element of social and interpersonal skills because it enhances their English listening, speaking, reading, and writing proficiencies since it enhances their overall English communication skills to participate in learning English activities. Moreover, this outcome aligns with Vygotsky's (1978) sociocultural theory, which highlights the importance of student involvement in promoting social development when learning English. Furthermore, ZPD and scaffolding, which are components of sociocultural theory, confirm that social and interpersonal skills

improve learners' abilities to acquire the English language by enabling their fellow members to generate ideas and then seek clarification from more experienced peers (Lantolf, 2023).

Some basic justifications are stated here one by one due to which Pakistani ESL undergraduates revealed positive views on social and interpersonal skills of CLA in learning English. Social and interpersonal skills of CLA enhances ESL undergraduates' English listening, speaking, reading, and writing skills (Almajed et al., 2016). These skills enable them to participate in overall English communication. Pakistani ESL undergraduates may actively practise listening in CLA environments by participating in group tasks, demonstrations, and conversations with their classmates. This aids in the development of their listening comprehension abilities and their capacity to comprehend what is being said in English (Anwar et al., 2022). Through small-group discussions, debates, and demonstrations, Pakistani ESL undergraduates are encouraged to become involved in CLA, which helps them refine their capacity for speaking English (Qureshi et al., 2021). Learners can improve their speaking ability, words, and proficiency by having substantive debates with their classmates (Le et al., 2018). Pakistani ESL undergraduates are subjected to a range of English literature, comprising texts, articles, and online materials, through CLA (Khan, 2015). Therefore, they can increase their understanding of vocabulary and strengthen their capacity for reading comprehension by having class discussions about these readings (Panhwar et al., 2017). Pakistani ESL undergraduates participating in CLA must cooperate to finish tasks that are written including reports, essays, and projects. This gives learners the chance to further develop their writing abilities, get peer critique, and enhance the harmony, organisation, and clarity of their work (Yasmin & Naseem, 2019). Pakistani ESL undergraduates who engage in CLA could

enhance their social as well as interpersonal abilities, which in turn makes them more capable of engaging in general English conversation. They can interact with people in a few settings, both within and outside of the educational environment, owing to their abilities (Khan & Mansoor, 2020). Pakistani ESL undergraduates' positive views of the interpersonal and social skills they acquired via CLA emphasise how crucial these abilities are to improving their English language ability. Through active participation in group learning exercises, learners may enhance their speaking, listening, reading, and writing abilities, leading to increased self-assurance and proficiency in English communication (Qureshi et al., 2021). Pakistani ESL teachers also explored positive perspectives about their undergraduates on social and interpersonal skills of CLA in learning English because they think that social and interpersonal skills of CLA enhances their undergraduates' English listening, speaking, reading, and writing proficiencies. These skills enable Pakistani ESL undergraduates to participate in overall English communication (Khalil & Hussain, 2021). Their speaking and listening abilities are improved because of expressing their ideas clearly, ask questions, and react to their classmates in learning English activities (Panhwar, 2016).

Overall, Pakistani ESL undergraduates revealed positive views about social and interpersonal skills of CLA in learning English. Their teachers revealed the same perspectives. It means that Pakistani ESL undergraduates revealed that CLA promoted social and interpersonal skills in learning English because it enhances their English listening, speaking, reading, and writing proficiencies. Further, this element assists them to improve their overall English communication skills for active participation in learning English activities.

5.4.5 Face-to-Face Promotive Interaction

Pakistan ESL undergraduates showed positive views about face-to-face promotive interaction of CLA in learning English. Pakistani ESL teachers revealed the similar perspectives about their undergraduates about face-to-face promotive interaction of CLA in learning English. Similarly, Jieun and Osman (2021) compared the views and observations of Korean and United Arab Emirates' students about face-to-face promotive interaction of CLA in learning English and they revealed positive views on it. Afni (2021) revealed that Indonesian high school EFL students showed positive views about face-to-face promotive interaction of CLA towards learning English. Judy-Shih (2021) explored positive views of Taiwanese private university students about face-to-face promotive interaction of CLA in learning English. Likewise, Le et al. (2018) revealed positive views of Vietnamese EFL learners about group work' face-to-face promotive interaction of CLA towards learning English. Moreover, Anwar et al. (2022) conducted research on Bangladeshi public university and Madaris students who revealed the positive views about face-to-face promotive interaction of CLA in learning English. Tanaka and Sanchez (2016) also revealed positive perspectives of Japanese college students about face-to-face promotive interaction of CLA in learning English. Qureshi et al. (2021) also revealed that Pakistani undergraduates showed positive views about face-to-face promotive interaction of CLA in learning English. Fawcett and Garton (2005) explored positive beliefs of Western Australian school students about face-to-face promotive interaction of CLA in learning English. CLA is a well-known learning pedagogy that is evident from the similar findings in different contexts and face-to-face promotive interaction enables learners to promote their language abilities to interact with people of unusual backgrounds. This element received the attention of many scholars across the world including Pakistan due to its

numerous advantages in learning English. Pakistani ESL undergraduates' positive views clearly show that they like the element of face-to-face promotive interaction because it enables them to express opinions, argue, debate, negotiate, and ask questions in learning English. Moreover, it enhances their interest, motivation, and self confidence in learning English. This result supports earlier research by Qureshi et al. (2021) which showed that group work had several advantages for students. Furthermore, this result is consistent with sociocultural theory of Vygotsky (1978), who emphasised on the value of student participation in fostering social and affective growth learning English. Furthermore, by allowing teammates to produce suggestions and subsequently look for more detail from MKOs, ZPD and scaffolding—components of sociocultural theory—confirm that face-to-face promotive interaction enhance learners' abilities in learning English language (Lantolf, 2023).

Pakistani ESL undergraduates' positive views about face-to-face promotive interaction of CLA are based upon some reasons. When learners meet face-to-face, they are free to voice what they think. Their ability to communicate and feel more comfortable presenting themselves in English can both benefit from this (Anwar et al. 2022). Encouragement of arguing and debating through constructive interaction can help students become more adept at critical thinking and building strong English arguments. In this way, members of the group will frequently negotiate to come to an agreement during CLA (Nasim & Yasmeen, 2019). Students that do this will be better able to negotiate and learn how to communicate effectively in English. In addition, they can ask questions and get explanations from their peers when they interact face-to-face. This can enhance their language proficiency and help them comprehend the subject matter more thoroughly (Qureshi et al., 2021). Students' enthusiasm and drive to learn English can be raised by

participating in conversations and debates. Face-to-face interaction's dynamic qualities can help students learn in a more meaningful and interesting way. Engaging in successful face-to-face encounters can help students feel more confident in their ability to communicate in English (Maton, 2016). They may be inspired to take more chances and participate more fully in the learning process as a result. Students get the chance to socialise through face-to-face interaction, which can improve their feeling of community and belonging in the classroom (Le et al., 2018).

Pakistani ESL undergraduates have a forum to debate and voice their thoughts through CLA. Learners may practise expressing their thoughts well in English by taking part in debates and talks, which boosts their trust in themselves and speaking abilities (Schmitz & Winskel, 2008). CLA assists Pakistani ESL undergraduates in strengthening their negotiating abilities as well. Learners gain vital skills that facilitate successful interpersonal interaction in English, such as reaching collaboration, negotiating with classmates, and dispute resolution, via teamwork and interaction (Qureshi et al. 2021). Pakistani ESL undergraduates are encouraged to look for clarity and raise concerns through face-to-face promotional engagement in CLA (Shiraz & Qaisar, 2017). They get a deeper comprehension of English topics and enhance their capacity for thinking critically because of their active involvement with the subject and their classmates (Liu et al., 2023, 2015). CLA, which includes in-person promotional interactions, raises the enthusiasm and commitment of Pakistani ESL undergraduates (Asad & Hussain, 2023).

Overall, it shows that Pakistani ESL undergraduates revealed positive views about face-to-face promotive interaction of CLA in learning English. Moreover, Pakistani ESL teachers expressed the same perspectives about their undergraduates' face-to-face

promotive interaction of CLA in learning English. It means that Pakistani ESL undergraduates revealed that CLA promoted positive interdependence in learning English because it enables them to express opinions, argue, debate, negotiate, and ask questions in English class. In addition, CLA also enhances undergraduates' interest, motivation, and self confidence in English class. Therefore, it is possible to conclude from these findings that the learners responded favourably to the concept of positive dependency in CLA and had a good attitude on it.

5.5 Weak Negative Relationship between Pakistani ESL Undergraduates' Views about CLA and the Perspectives of Pakistani ESL Teachers about their Undergraduates in CLA

The r value is reported as -.079 which shows weak negative correlation between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. Hence, it means that the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English are not similar.

If a weak negative correlation is determined between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English, varied factors could state this relationship. Pakistani ESL Undergraduates may have different learning styles and perspectives on group learning (Qureshi et al., 2021). Though certain ESL undergraduates could benefit from and like working in groups, some may value one-on-one instruction. There can be a little negative association because of the variety of interests (Afni, 2021). Pakistani ESL undergraduates who suffer with comprehending English could have a negative mindset towards CLA owing to English language obstacles if it requires considerable oral contact (Panhwar et al., 2017). On the contrary side, Pakistani ESL teachers could evaluate

undergraduates based on their ability to work with others, which would result in a negative association. The way that Pakistani ESL undergraduates and teachers approach CLA may be influenced by social standards and preferences for interaction (Zhu & Eamoraphan, 2022). ESL undergraduates from various backgrounds and different settings that place a higher importance on autonomous thought may not see CLA favourably as do teachers who promote it (Zhang et al., 2018). The goals of CLA may not align with those of Pakistani ESL teachers or undergraduates. While professors could place more emphasis on long-term skill and information acquisition, undergraduates might anticipate quick English language skill gains. A few ESL undergraduates could not connect well with the CLA strategies used by ESL teachers, which could result in negative impressions (Law et al., 2017; Gillies, 2010). ESL Teachers may notice this unhappiness and blame it on the negative perspectives of the undergraduates. It is possible for ESL undergraduates to feel that their own personal contributions to group learning were less important than those of their classmates (Aini et al., 2022). This could result in undergraduates' unfavourable self-evaluations and, as a result, ESL teachers' unfavourable impressions of the undergraduates. Various ESL teachers may evaluate undergraduates' cooperative efforts, and some undergraduates may receive worse grades because of misunderstandings or disparities in group involvement (Yasmin & Naseem, 2019). This can bolster unfavourable perspectives. Based on involvement, conversation, and input, ESL teachers may determine whether their undergraduates are engaged in CLA in learning English. Pakistani ESL teachers may develop unfavourable judgements if certain undergraduates show signs of disengagement (Khan & Mansoor, 2020). The environment of CLA may be negatively impacted by some of the ESL undergraduates' views, which may then have an impact on ESL teachers' perspectives and judgements of the success of the approach. Some ESL undergraduates

may find CLA to be more cognitively demanding, which can result in dissatisfaction and unfavourable views (Adesina et al., 2022). The attitudes of teachers may be affected by seeing how hard pupils are working. There may be a mild negative association if ESL teachers and undergraduates possess distinct expectations for the goals of CLA e.g., English language learning vs comprehension of ideas.

5.6 Challenges faced by Pakistani ESL Undergraduates in CLA and the Perspectives of Pakistani ESL teachers about the challenges faced by their Undergraduates in CLA

5.6.1 Positive Interdependence

Pakistani ESL undergraduates revealed moderate views on faced challenges on positive interdependence of CLA in learning English. Similarly, Pakistani ESL teachers also revealed moderate perspectives about the challenges faced by their undergraduates on positive interdependence of CLA in learning English. Pakistani ESL undergraduates showed moderate views on challenges while working together with individuals of different personality styles. ESL teachers expressed the same perspectives on the faced challenges by their ESL undergraduates while working together with different personality styles. It means that undergraduates moderate faced challenges while working together with other students of different personality styles in CLA in learning English. These findings are like Chang and Brickman (2018) in which American undergraduates of a large public university stated moderate challenges when they worked with students of different personalities. In both contexts, students revealed the same views, moreover, CLA in America and Pakistan exhibits a rich and varied cultural milieu, wherein students possess the potential to introduce distinct cultural norms, values, and communication styles within the context of a CLA setting. These disparities can result in misinterpretations and difficulties in collaborating efficiently.

Moreover, Pakistani ESL undergraduates revealed moderate views about the challenges in sharing task related responsibilities in CLA in learning English. Similarly, ESL teachers also revealed the same perspectives about their undergraduates' task related responsibilities in CLA. It means that they faced another challenge regarding the responsibility of task sharing. Likewise, Le et al. (2018) research showed that Vietnamese college EFL students faced moderate challenges when they used to share task related responsibilities in CLA in learning English. Because variations in personality styles gave rise to ambiguity regarding the allocation of role and duties within a collective environment. Additionally, students encounter difficulties in comprehending one another's aptitudes and limitations, resulting in difficulties in the distribution and implementation of tasks in fact (Johnson & Johnson, 2009).

In addition, Pakistani ESL undergraduates revealed moderate views on the challenges of depending on one another in CLA in learning English. ESL teachers also revealed moderate perspectives about the challenges faced by their undergraduates when depending on one another in CLA in learning English. It means, undergraduates faced challenges when they depend on one another in CLA in learning English. Moreover, Albore and Lanka (2018) conducted a study in which Ethiopian secondary school learners revealed moderate challenges on positive interdependence of CLA in learning English. Because interdependence among undergraduates that could potentially result in a dearth of individual accountability, as certain students may presume that their peers would shoulder the duty of performing the assigned tasks which might lead to a diminished level of motivation and a deterioration in overall performance (Ross, 2008). Another likely reason is that undergraduates may develop a perception that their fellow classmates are not making an equitable contribution to the collective efforts of the group, resulting in

emotions of resentment or inequity. Therefore, these types of circumstances might generate strain within the group and impede cooperation (Shimazoe & Aldrich, 2010).

Pakistani ESL undergraduates faced moderate challenges when working with less knowledgeable individuals in CLA in learning English. Likewise, ESL teachers also revealed moderate perspectives about the challenges faced by their undergraduates when they are placed for working with less knowledgeable classmates in CLA in learning English. It means that ESL undergraduates faced problems when they work with those who keep less knowledge in CLA in learning English. These results are like Scager et al.'s (2020) research who showed that Netherland's university undergraduates of science education revealed moderate challenges when they work with their group members with less information in CLA in learning English. The reason is that undergraduates within a group may exhibit varying levels of contribution, resulting in a sense of inequity or dissatisfaction among those who regard themselves as bearing a greater burden of effort. So, they develop an excessive dependence on others, anticipating them to assume many of the tasks or make decisions on behalf of the group. Therefore, this stance may result in diminished motivation and involvement among individuals who perceive their efforts as undervalued (Popov et al., 2012).

Pakistani ESL undergraduates faced moderate challenges when underestimating others' ideas in CLA in learning English. Likewise, ESL teachers also revealed moderate perspectives about the challenges faced by their undergraduates when underestimating others' ideas in CLA in learning English. It means that ESL undergraduates faced problems when underestimating others' ideas in CLA in learning English. Similarly, Theobald et al. (2017) stated that American college students faced moderate challenges when they are assigned to groups and underestimate each other's ideas in CLA in learning English. The

extent to which undergraduates demonstrate respect and appreciation for their peers' contributions may be limited because of personal prejudices, stereotypes, or a limited comprehension of their peers' viewpoints. And they may hold the perception that they or their peers possess a greater or lower social status, which can be influenced by a range of factors like academic performance, social position, or perceived intellectual capabilities. This view may result in the devaluation of ideas originating from those who are regarded to possess a lower social standing. The similarity of results in above-mentioned past studies clearly show that the positive interdependence in CLA contains various related challenges for students everywhere in learning English across the globe including Pakistan. These challenges are faced by students because CLA is based on sociocultural theory that deals with social surroundings of individuals where they used to meet and learn innovative ideas through interactions and imitations.

Overall, Pakistani ESL undergraduates revealed moderate challenges on positive interdependence of CLA in learning English. Likewise, ESL teachers also revealed the same perspectives about the faced challenges by their undergraduates. It means that Pakistani ESL undergraduates faced challenges when they work with those students who have different personality styles. Moreover, sharing task related responsibilities, depending on one another, working with less knowledgeable individuals, and underestimating others' ideas are also revealed as faced challenges by Pakistani ESL undergraduates on positive interdependence of CLA in learning English.

5.6.2 Group Processing

Pakistani ESL undergraduates faced moderate challenges on group processing of CLA in learning English. Likewise, Pakistani ESL teachers have the same perspectives about the challenges faced by their undergraduates on group processing of CLA in learning

English. Pakistani ESL undergraduates faced moderate challenges in CLA in learning English because they do not like the students they are assigned to work with. Also, ESL teachers expressed the same perspectives on the faced challenges by their ESL undergraduates in CLA in learning English. Pakistani ESL undergraduates face challenges when they are assigned to those groups to whom they do not like in CLA in learning English. Likewise, Le et al.'s (2018) research in which Vietnamese college EFL students faced challenges when they are assigned to those groups to whom they do not like in CLA in learning English. Also, Wallace (2022) conducted a study where university students of West Indies showed that they faced moderate challenges when they are assigned to those groups to whom they do not like in CLA in learning English. The similar findings assure the reality that assigning students in those groups to whom they do not like create problems in CLA in learning English. Because undergraduates experience a sense of inadequacy or disdain for their allocated classmates, resulting in feelings of dissatisfaction or an absence of recognition for their achievements (Gillies, 2010). Occasionally, the group's makeup can give rise to difficulties, such as a dearth of a variety of perspectives and disagreements within the team that impede productive communication among learners. Cultural disparities can also have influence, since students hailing from varied backgrounds may possess distinct values, conventions, and modes of communication, hence potentially resulting in misinterpretations or unease in learning English (Qureshi et al., 2021).

Pakistani ESL undergraduates faced moderate challenges in CLA in learning English because they do not like to work with those students who are not their friends. Likewise, ESL teachers expressed the moderate perspectives on the faced challenges by their ESL undergraduates in CLA in learning English. It means that undergraduates faced challenges in CLA in learning English because they do not like to work with those students

who are not their friends. In the similar vein, Gonzales and Torres (2015) also showed the moderate challenges of Filipino private school students in CLA in learning English since they do not like to work with those students who are not their friends. Wang (2022) also conducted research about the challenges in CLA and Chinese university students revealed that they faced moderate challenges as their EFL students do not like to work with those students who are not their friends in CLA in learning English. The above-mentioned past studies clearly show that Pakistani ESL undergraduates stated that they do not like to work with those who are not their friends. Some reasons behind the moderate challenges are stated. Effective communication is frequently facilitated and enhanced while engaging with friends, owing to the pre-existing degree of comprehension and familiarity that exists within their relationships (Panhwar et al., 2017). Students may experience greater ease in articulating their views and ideas when conversing with friends rather than unfamiliar individuals. Students may experience a greater sense of ease when collaborating with individuals that they have confidence in and with whom they have cultivated a favourable rapport. They are likely to exhibit greater receptiveness towards exchanging ideas and engaging in close collaboration with friends in contrast to unfamiliar peers (Laal, 2013).

Pakistani ESL undergraduates revealed negative views on the faced challenges in CLA in learning English because they do not like to work with their friends. Likewise, ESL teachers expressed the negative perspectives on the faced challenges by their ESL undergraduates in CLA in learning English. It means that ESL undergraduates want to work with their friends in CLA in learning English which is not a challenge for them. In the similar vein, Hall and Buzwell (2012) stated that Australian university undergraduates want to work with their friends in CLA in learning English. Theobald et al. (2017) stated that American college students also want to sit and work with their friends. Additionally,

Shimazoe and Aldrich (2010) conducted a study on American college students, and they revealed that they faced no challenge while working with friends in CLA in learning English. Pakistani ESL undergraduates faced moderate challenges in CLA in learning English because they do not like to work with those students who are not their friends. Likewise, ESL teachers expressed the moderate perspectives on the faced challenges by their ESL undergraduates in CLA in learning English. It means that undergraduates faced challenges in CLA in learning English because they do not like to work with those students who are not their friends. In the similar vein, Gonzales and Torres (2015) also showed the moderate challenges of Filipino private school students in CLA in learning English since they do not like to work with those students who are not their friends. Wang (2022) also conducted research about the challenges in CLA and Chinese university students revealed that they faced moderate challenges as their EFL students do not like to work with those students who are not their friends in CLA in learning English. The above-mentioned past studies clearly show that Pakistani ESL undergraduates stated that they do not like to work with those who are not their friends. Some reasons behind the moderate challenges are stated. Effective communication is frequently facilitated and enhanced while engaging with friends, owing to the pre-existing degree of comprehension and familiarity that exists within their relationships (Panhwar et al., 2017). Students may experience greater ease in articulating their views and ideas when conversing with friends rather than unfamiliar individuals. Students may experience a greater sense of ease when collaborating with individuals that they have confidence in and with whom they have cultivated a favourable rapport. They are likely to exhibit greater receptiveness towards exchanging ideas and engaging in close collaboration with friends in contrast to unfamiliar peers (Laal, 2013).

Another interesting finding is expressed by which ESL undergraduates revealed positive views on the faced challenges in CLA in learning English because they find it difficult to work in a group of 6 or more. Similarly, their teachers also revealed the positive perspectives on the faced challenges by their undergraduates in CLA in learning English as it is difficult for them to work in a group of 6 or more. It means that Pakistani ESL undergraduates acknowledge that a large group of 6 or more is problem for them in CLA in learning English. Likewise, Le et al.'s (2018) revealed that Vietnamese college EFL students do not like work in large group. Also, Wallace (2022) revealed that a group of 6 or more is a sincere concern of university students of West Indies. The similar findings explain that assigning students in a group of 6 or more is a serious concern of the undergraduates in CLA in learning English in Pakistan and also in other cultures because large group of 6 or more, certain individuals may partake in social loafing, a phenomenon characterised by reduced exertion due to a perceived lack of significance or necessity of their individual contributions (Fawcett & Garton, 2005). This phenomenon may result in less inspiration and production within a team. The process of making choices in a large group can be intricate due to the presence of several viewpoints and perspectives that need to be considered. Achieving a consensus can present difficulties, sometimes resulting in delays or confrontations during the decision-making processes (Chang & Brickman, 2018).

Another interesting finding is expressed by which ESL undergraduates revealed negative views on the faced challenges in CLA in learning English because they find it difficult to work in a group of 3 to 5. Similarly, ESL teachers also revealed the negative perspectives on the faced challenges by their undergraduates in CLA in learning English as it is difficult for them to work in a group of 3 to 5. In the similar vein, Qureshi et al. (2021) also showed that Pakistani ESL students revealed that a small group of 3 to 5 is not a

problem for them to work in CLA in learning English. Wang (2022) also revealed that for Chinese university students working in small group is not a problem. The results of above-mentioned past studies clearly show that a small group of 3 to 5 members is acceptable for various contexts and Pakistani ESL undergraduates stated that they like working in small groups of 3 to 5. It means that Pakistani ESL undergraduates like a small group of 3 to 5 members in CLA in learning English because small group size has the potential to enhance collaboration and communication among individuals (Johnson & Johnson, 2014). This phenomenon has the potential to facilitate a more profound comprehension of the given job and enhance the efficacy of brainstorming and problem-solving processes. Smaller groups possess a greater degree of flexibility and adaptability in comparison to bigger groups, hence enabling them to promptly react to alterations in the work or environment (Lee & Osman, 2021).

Overall, Pakistani ESL undergraduates revealed moderate views on faced challenges on group processing in CLA in learning English because they do not like the students they are assigned to work with, they do not like to work with those students who are not their friends. On the contrary, they did not find it difficult to work in a group of 3 to 5 and they also revealed that working together with their friends in not a challenge for them. Likewise, ESL teachers also revealed the same perspectives about the faced challenges by their undergraduates in CLA in learning English.

5.6.3 Individual and Group Accountability

Pakistani ESL undergraduates showed moderate challenges on individual and group accountability of CLA in learning English. Moreover, ESL teachers revealed the same perspectives about the challenges faced by their undergraduates on individual and group accountability of CLA in learning English. Pakistani ESL undergraduates are facing

moderate challenges on individual and group accountability of CLA in learning English. These findings are like Chang and Brickman (2018) in which American undergraduates of a large public university revealed challenges on individual and group accountability of CLA in learning English. Likewise, Le et al.'s (2018) research in which Vietnamese college EFL students faced challenges on individual and group accountability of CLA in learning English. Likewise, Wallace (2022) conducted a study where university students of West Indies showed that they faced challenges on individual and group accountability of CLA in learning English. The above-mentioned past studies clearly show that certain challenges are faced by Pakistani ESL undergraduates like the students of other countries. Therefore, Pakistani ESL undergraduates revealed moderate challenges in CLA in learning English because they faced challenges in understanding the given task, spending time talking about unrelated things, finding it difficult to concentrate on the tasks, completing the tasks on time, and do not get the grades they deserve. Their teacher also revealed the same perspectives.

Pakistani ESL undergraduates revealed moderate views on the faced challenges in understanding the given task in CLA in learning English. Their teachers also showed the moderate perspectives. It means that ESL undergraduates are facing problem in understanding the given task in CLA in learning English. The results are consistent with the research of Le et al. (2018) where Malaysian school students reported that they face challenges sometimes in understanding the given task in CLA in learning English. Likewise, Johnson and Johnson (2014) also revealed the same results that their students also faced challenges in understanding the given task. Some logics are necessary to understand the context as the task's guidelines may exhibit a lack of clarity or ambiguity that causes misunderstanding among pupils on the anticipated requirements. And the

intricate nature or unfamiliarity of the activity may pose challenges for pupils in comprehending its outcomes (Almullah, 2017). The understanding of learners of the task's objective or significance may be incomplete, resulting in a deficiency of motivation or engagement. The assignment's guidelines may be subject to varying interpretations among students, resulting in discrepancies in the completion of the assignment (Tanaka & Sanchez, 2016). The results in different settings show that understanding the given tasks to the students is a worldwide problem and Pakistani undergraduates also face this problem in CLA in learning English.

Pakistani ESL undergraduates revealed moderate views about spending time talking about unrelated things in CLA in learning English. Similarly, ESL teachers revealed the moderate perspectives about their undergraduates. It means that ESL undergraduates face problem when they fellow members talk about unrelated things in CLA in learning English. The results are consistent with the research of Panhwar et al. (2017) in which Pakistani students reported that group-members used to talk about unrelated subjects in CLA in learning English. Likewise, Zhu and Eamoraphan (2022) also revealed the same results that Thai school students also faced challenges because teammates start talking about irrelevant topics in CLA. These comparable results clearly show that concentration on the tasks in CLA in learning English is problem faced by different students in various settings. Some reasons are explained by researchers and Pakistani undergraduates have the same issues in concentrating the tasks. Participating in irrelevant conversations can function as a respite from the cognitive burden associated with the task, offering a mental rejuvenation prior to resuming the task. Students may employ irrelevant conversations to evade involvement in the work, particularly if they perceive it as difficult or uninteresting (Anwar et al., 2021).

Pakistani ESL undergraduates revealed moderate views about the difficulty in the concentrating on the tasks in CLA in learning English. Their teachers kept the same perspectives. It means that ESL undergraduates are facing difficulty in concentrating the tasks in CLA in learning English. The results are consistent with the research of Lee and Osman (2021) reported that UAE and Korean students perceived difficulty in concentrating on the tasks in CLA in learning English. Likewise, Kyaw (2019) also revealed the same results that their students also faced challenges in concentrating the tasks in CLA. These comparable results clearly show that concentration on the tasks in CLA in learning English is problem faced by different students in various settings. Some reasons are explained by researchers and Pakistani undergraduates have the same issues in concentrating the tasks. Undergraduates' lack of engagement in the activity could result in a diminished drive to pay attention to the tasks. Moreover, the presence of distracting circumstances could pose challenges for students in maintaining attention on their assigned tasks (Lee & Yang, 2020). Some students may find the activity to be excessively tough or hard, resulting in feelings of irritation and a diminished ability to concentrate. The focus of students may be primarily directed towards socialising or engaging with their peers rather than concentrating on the subject at hand, particularly when they are collaborating with peers with whom they feel at ease (Chen, 2021).

Pakistani ESL undergraduates revealed moderate views about the completion of tasks on time in CLA in learning English. Their teachers kept the same perspectives. It means that ESL undergraduates are facing difficulty in completing the tasks on time in CLA in learning English. The results are consistent with the research of Aini et al. (2022) reported that Indonesian school students faced problem in the completion of the tasks on time in CLA in learning English. Likewise, Kyaw (2019) also revealed the same results

that their students also faced challenges in completing of the tasks on time in CLA in learning English. These comparable results clearly show that completing the tasks on time in CLA in learning English is a challenge for different students. Some reasons are explained by researchers and Pakistani undergraduates have the same issues in concentrating the tasks. Each of the members of the group may own distinct interests and obligations beyond the scope of the group project. Juggling these obligations alongside the requirements of the collaborative project can pose difficulties and can result in time delays in work completion (Le et al., 2018). The members of a group may exhibit varying work styles or methods when it comes to task completion. Certain individuals may exhibit a preference for expeditious labour and impromptu decision-making, whilst others may exhibit a preference for deliberate contemplation and meticulous analysis of the circumstances. These disparities can result in difficulties in synchronising endeavours and adhering to time constraints (Almullah, 2016).

Pakistani ESL undergraduates revealed moderate views about CLA in learning English because they do not get the grades, they deserve in CLA in learning English. Their teachers showed moderate perspectives about their undergraduates. It means that ESL undergraduates understand that they do not get the grades they deserve. Similarly, the results are consistent with the research of Choy and Cheung (2022) in which students at the schools of Singapore revealed that their assessment in CLA is one of the challenges in learning English. Likewise, Kyaw (2019) also revealed that their students also faced the challenges getting the grades they deserve in CLA in CLA. These comparable results clearly show that students claimed that they do not get the grades they deserve in CLA in learning English. This is a worldwide problem for students because assessment is the main aspect of their studies, therefore, the students may partake in free riding, a practice in

which they depend on their peers to complete the tasks while making minimal or no contributions themselves. These circumstances can result in inequitable grading results, when pupils who have not made any contributions are assigned the exact same rating as the ones who endure (Dewi & Muhid, 2021). Ensuring individual pupils are held responsible for their actions can be difficult in group situations. Insufficient clarity or processes for evaluating individual contributions can lead to grades that fail to appropriately represent the work of every learner (Aini et al., 2022).

Overall, Pakistani ESL undergraduates revealed that they faced moderate challenges on individual and group accountability of CLA in learning English. Likewise, ESL teachers also revealed the same perspectives about the faced challenges by their undergraduates. Pakistani ESL undergraduates reported that they faced challenges in understanding the given task, spending time talking about unrelated things, finding it difficult to concentrate on the tasks, completing the tasks on time, and do not get the grades they deserve.

5.6.4 Social and Interpersonal Skills

Pakistani ESL undergraduates faced moderate challenges on social and interpersonal skills of CLA in learning English. Likewise, Pakistani ESL teachers revealed that their undergraduates faced moderate challenges on social and interpersonal skills of CLA in learning English. Pakistani ESL undergraduates are facing challenges because they do not prefer to participate in CLA in learning English. These findings are like Chang and Brickman (2018) in which American undergraduates of a large public university revealed that they do not prefer to participate in CLA in learning English. Likewise, Le et al.'s (2018) research in which Vietnamese college EFL students revealed that they do not prefer to participate in CLA in learning English. Likewise, Wallace (2022) conducted a study

where university students of West Indies showed that they do not prefer to participate in CLA in learning English. In the similar vein, Gonzales and Torres (2015) also revealed that Filipino private school students stated that they do not prefer to participate in CLA in learning English. These findings show that students do not prefer CLA activities to participate in learning English like Pakistani undergraduates.

Pakistani ESL undergraduates revealed that they lack listening, speaking, reading, and writing skills for effective communication in groups in CLA in learning English. Moreover, ESL teachers also revealed the same perspectives. It means that Pakistani ESL undergraduates lack these skills which are essential for effective communication skills in CLA in learning English. Qureshi et al. (2021) revealed that Pakistani ESL students lack basic communication skills for effective communication in CLA in learning English. Wang (2022) also conducted research about the challenges in CLA and Chinese university students revealed that they faced challenges in communication in CLA in learning English because they lack reading, writing, speaking, and listening skills. These studies show that lacking communication is one of the problems of Pakistani and other students. Le et al. (2018) stated that effective communication is essential for successful group work. Students who possess low proficiency in reading, writing, listening, or speaking may encounter difficulties in effectively expressing their thoughts or comprehending the thoughts of others, resulting in misunderstandings and inefficiencies during group interactions. Collaboration and cooperation among group members are essential components of group activity. According to Law et al. (2017), students who do not possess these skills may encounter difficulties in collaborating efficiently, leading to disagreements, delays, or diminished output. Comprehending the task and the instructions is vital for effectively accomplishing group work. According to Zhang et al. (2018), students who possess

inadequate proficiency in reading, writing, listening, or speaking may encounter challenges in understanding the task demands, hence impeding their capacity to make meaningful contributions to the collective. The exchange of feedback is a crucial component of collaborative endeavours. According to Almajed et al. (2016), students who possess inadequate proficiency in reading, writing, listening, or speaking may have challenges when it comes to offering constructive feedback or comprehending and using feedback received from others.

Overall, Pakistani ESL undergraduates revealed that they faced moderate challenges on social and interpersonal skills of CLA learning English. Likewise, ESL teachers also revealed the same perspectives about the faced challenges by their undergraduates. Pakistani ESL undergraduates concluded that they do not prefer to participate because they lack listening, speaking, reading, and writing skills for effective communication in English.

5.6.5 Face-to-Face Promotive Interaction

Pakistani ESL undergraduates faced moderate challenges on face-to-face promotive interaction of CLA in learning English. Pakistani ESL teachers reported the same perspectives that their undergraduates are facing moderate challenges on face-to-face promotive interaction of CLA in learning English. Pakistani ESL undergraduates showed that they do not show equal motivation and respect each other's perspectives. Moreover, they do not get enough opportunity to practise English and some of the undergraduates do most of the group tasks. Finally, the physical set-up of their classroom is a hindrance for them in learning English. Pakistani ESL undergraduates are facing challenges on face-to-face promotive interaction in CLA in learning English. These findings are like Chang and Brickman (2018) in which American undergraduates of a large public university revealed

they do not show equal motivation in CLA in learning English. Likewise, Le et al.'s (2018) research in which Vietnamese college EFL revealed that do not respect each other's perspectives in CLA in learning English. Likewise, Wallace (2022) conducted a study where university students of West Indies revealed that they do most the tasks and do not respect the suggestions of groups members in CLA in learning English. In the similar vein, Gonzales and Torres (2015) also showed that Filipino private school students stated that do not get enough opportunity to practise English in CLA in learning English. In addition, Neo et al. (2012) revealed that Malaysian EFL university students showed that they do not show equal motivation and respect each other's perspectives in CLA in learning English. Albore and Lanka (2018) conducted a study in which Ethiopian secondary school learners revealed that their classroom plus extra load of work are barriers in CLA in learning English. Scager et al. (2020) showed that Netherland university undergraduates of science education faced challenges in CLA because they do not respect each other's perspectives and doing most of the task.

Certain reasons are stated briefly behind the moderate challenges of Pakistani ESL undergraduates. Group dynamics, such as power struggles or cliques, can influence how students perceive and interact with each other, affecting levels of respect within the group (Gillies, 2010). In competitive environments, students may be more focused on outperforming their peers than on working collaboratively, leading to a lack of respect for others' contributions. The unequal distribution of tasks in groups may become the cause of extra load on some group fellows which create a problem in CLA in learning English (Popov et al., 2012). Variations in students' motivation levels may arise from various levels of interest in the subject matter, perceived task relevance, or individual learning objectives. Certain students may exhibit higher levels of motivation to actively engage in CLA,

whereas others may have lower levels of engagement (Alfares, 2017). This issue can stem from disparities in culture, obstacles in communication, or conflicts in personality among the group members. It has the potential to impede efficient collaboration and result in misinterpretations or disputes among members of the group (Wang, 2022). The limited availability of English practice opportunities may stem from a dearth of resources, such as language laboratories, language exchange initiatives, or chances for authentic language application. This can impede students' linguistic progress and self-assurance in utilising the English language (Theobald et al., 2017). The allocation of group assignments among students can be influenced by a range of factors, including leadership dynamics, perceived competence, and aggressiveness. This can result in sentiments of inequity and animosity among members of the group (Hall & Buzwell, 2012). The arrangement of the physical classroom can have an influence on the educational experiences of students. An overcrowded or uncomfortable setting can impede the ability of group members to collaborate and communicate, hence impacting the overall efficacy of CLA (Shimazoe & Aldrich, 2010).

Overall, Pakistani ESL undergraduates revealed that they faced moderate challenges on face-to-face promotive interaction of CLA in learning English. Likewise, ESL teachers also revealed the same perspectives about the faced challenges by their undergraduates. Hence, the above-mentioned results indicate that Pakistani ESL undergraduates faced moderate challenges in CLA in learning English. Gillies (2019) stated that CLA has several academic and social advantages, but it is a complex learning approach in which students face several problems that influence their learning of English.

5.7 Weak Negative Relationship between the Challenges faced by Pakistani ESL Undergraduates in CLA and the Perspectives of Pakistani ESL teachers about the Challenges faced by their Undergraduates in CLA

The r value is reported as -.031 that also shows weak negative relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Hence, the results show that the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English are not similar. If a weak negative correlation is determined between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English, few factors might successfully elaborate this relationship.

Due to their various roles and viewpoints, Pakistani ESL undergraduates and teachers may view challenges in CLA in separate ways. ESL undergraduates face challenges in CLA directly, but their teachers could only see challenges from a distance. When participating in the CLA activities, Pakistani ESL undergraduates may run into communications and linguistic problems (Qureshi et al., 2021). These challenges may influence ESL undergraduates' experiences and add to challenges that ESL teachers might or might not completely comprehend (Panhwar et al., 2017). Diverse ways of communicating and cultural conventions may influence how challenges are interpreted. ESL teachers could not be conscious of the severity of these challenges since ESL undergraduates may be reluctant to disclose their struggles (Anwar et al., 2021). The judgments of ESL teachers may be impacted by a variety of elements, including their methods of instruction, the atmosphere of learning they foster, and how engaged they

believe their undergraduates to be (Yasmin & Naseem, 2019). ESL undergraduates come from different origins, speak different languages, and have different learning preferences. This variation may result in different perspectives and experiences with challenges (Adesina et al., 2022).

5.8 Chapter Summary

The current chapter reported the findings and discussion of the main study. This chapter began by summarising the research aim and questions. Then the results of this research were reported and interpreted proceeding with the results for the attitudes of ESL undergraduates towards learning English, the perspectives of ESL teachers about their undergraduates' attitudes towards learning English, the relationship between the attitudes of ESL undergraduates towards learning English and the perspectives of ESL teachers about their undergraduates' attitudes towards learning English, views of Pakistani ESL undergraduates about CLA in learning English, perspectives of ESL teachers about their undergraduates on CLA in learning English, the relationship between views of Pakistani ESL undergraduates about CLA in learning English and the perspectives of ESL teachers about their undergraduates on CLA in learning English, challenges faced by ESL undergraduates in CLA in learning English, perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English, and the relationship between the challenges faced by ESL undergraduates in CLA in learning English and the perspectives of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The following chapter elucidates the research implication, contributions, limitation, recommendations, and conclusion.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1 Overview

This chapter begins with an overview followed by research implications, limitations, recommendations, and contributions. This chapter ends with a conclusion.

6.2 Research Implications

This research has theoretical and pedagogical implications.

6.2.1 Theoretical Implications

This research is conducted research by using the lens of sociocultural theory as its theoretical framework to investigate Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in the CLA in learning English. Vygotsky (1978) stated directly that collaboration and interaction with various students in English class plays a vital role in learning of English. Further, Mao and Lee (2022) and Lee (2022) explained that a specific attention is given to the role of cooperation and interaction to increase the performance of students in learning English as an outcome of sociocultural theory. Sociocultural theory assures that objects of culture, practices, and ideas serve as the primary means of mediation through which human cognitive functions are carried out (Bispo, 2023). Moreover, ZPD helps EFL undergraduates to resolve their conflicts in learning English because senior peers always are available for the assistance (Yang, 2023). Drawing from the discourse, the present investigation confirms that affective, cognitive, behavioural aspects of attitudes help Pakistani ESL undergraduates in learning of English. Moreover, positive interdependence, individual and group accountability, group

processing, social and interpersonal skills, and face-to-face promotive interaction of CLA are important for developing relationships, interaction, cooperation, and communicative skills throughout learning activities in ESL classrooms.

Pakistani ESL undergraduates' positive attitudes towards learning English have boosted their confidence, happiness, and pride that is indicative of a belief that language can be an empowering instrument in a culture where learning English is frequently linked to both social and professional success. So, students see learning the language to increase their sense of autonomy and confidence in themselves. Sociocultural theory of learning by Vygotsky (1978) highlights how language shapes student's feelings, ideas, and actions of who they are and where they fit into the community. The complicated relationship between cultural beliefs and one's identity is also reflected in the positive attitudes towards learning English (Haidar, 2021a). Furthermore, Asghar et al. (2018) reported that positive attitudes of ESL students play a vital role in learning English environment in Pakistan. Therefore, it was discovered that Pakistani ESL undergraduates showed positive attitudes on its affective, cognitive, and behavioural aspects towards learning English using a sociocultural stance which provided holistic environment to the ESL students for learning English language in both educational and practical situations. Because ESL undergraduates showed that they like learning English because it is interesting, useful, and good for their self-development. In addition, they like reading English books, newspapers, journals, magazines, stories, and poems. Watching English news, movies, TV shows, and listening English songs increase their knowledge. They revealed that learning English is necessary for communicating with others, making friends, traveling abroad, pursuing higher studies, opening more job opportunities, and using modern technology. Based on above arguments,

it is said that sociocultural theory enables ESL undergraduates to interact and promote the culture of learning English well.

Lee (2022) established an argument that CLA is a useful strategy for improving ESL students' interpersonal, collaborative, practical, and communicative skills in learning English. Furthermore, to become proficient in a second language, one must adhere to the interpersonal interaction principle (Qureshi et al., 2021). Since students deliver their real-world observations to the learning environment and are willing to discuss them with fellow students and instructors, the ESL learning environment needs to be connected to real-world circumstances (Kessler, 2003; Le at al., 2018). Moreover, Pakistani ESL undergraduates showed positive views on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA and their teachers showed positive perspectives about undergraduates on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English. Pakistani ESL undergraduates and teachers acknowledged the importance and positive contribution of CLA in learning English. Pakistani culture promotes interaction, communication, negotiation, relations, collaboration, and guidance for those who lack information about the practical matters of life (Jieun & Osman, 2021). Therefore, Pakistani ESL undergraduates reflected the domestic collaborative support as they have revealed positive views about the basic five elements of CLA which assures the positive role of CLA in Pakistani public universities as a strong logic of sociocultural theory.

Le et al. (2018) claimed that EFL students faced certain challenges in CLA in learning English. Moreover, moderate challenges were faced by Pakistani ESL undergraduates on positive interdependence, individual and group accountability, group

processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English. This stance was counter confirmed by Pakistan ESL teachers who revealed the same perspectives about the faced challenges by ESL undergraduates on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English. The stance of CLA has complex and perplexed sociocultural nature that contains certain challenges which restrict the learning process of English language (Yang, 2023), therefore, this research findings confirmed the moderate challenges faced by Pakistani ESL undergraduates on five elements of CLA in learning English.

6.2.2 Pedagogical Implications

This research showed that ESL undergraduates' attitudes towards learning English, views, and challenges about CLA in learning English and the teacher's perspectives are linked with numerous variables i.e., environmental, cognitive, cultural, social, and linguistic. Hence, these constructs are complex in nature. This research shared interesting and valuable data about the key aspects of attitudes and elements of CLA for teachers and other stakeholders in ESL context. Therefore, Pakistani ESL teachers should focus on undergraduates' attitudes and elements of CLA via using sociocultural elements like ZPD, scaffolding, and MKOs for interaction and collaborations to develop ESL undergraduates' collaborative, communicative, interactive, holistic, practical, and social skills for learning English. Hence, the findings of this research offered some important pedagogical implications for policymakers, educationists, curriculum designers, and rest of the stakeholders.

Pakistani ESL undergraduates revealed positive attitudes on its three aspects towards learning English. Feelings that are beneficial like happiness, satisfaction, and trust

can be fostered in a friendly and inclusive atmosphere for learning that ESL teachers can establish. Learning English resources that are interesting and pertinent, chances for ESL learners to have autonomy and selection, and encouraging feedback on their work are all ways to accomplish this goal. ESL teachers can help their learners develop an attitude of growth by telling them that they can become better at the English language. It could be achieved by placing a greater emphasis on endurance and commitment than on natural aptitude, offering helpful criticism, and establishing reasonable targets for learning. ESL teachers should stress the value and applicability of learning English to learners' studies, jobs, as well as personal growth. ESL students may become more engaged in the process of learning and recognise the worth of their work because of this. ESL teachers can encourage good interpersonal relationships, collaboration, and mutual encouragement among learners by implementing CLA activities into their lesson plans. By relevant contact with one another, this can improve learners' English language ability and strengthen their interpersonal and social abilities. ESL teachers can help learners think back on their lessons learned, individually as well as together. ESL students can use this method to comprehend how they study, pinpoint aspects where they can grow, and create objectives for their future education. ESL teachers might motivate their learners to participate actively in their own education by promoting engagement in learning practices. This might involve engaging and motivating exercises for ESL learners, like exercises for problem-solving, discussions in teams, and work-based learning.

The current study found that Pakistani ESL undergraduates revealed positive attitudes on its affective, cognitive, and behavioural aspects towards learning English and their teachers have the same perspectives. Affective attitudes showed that ESL undergraduates like learning English because it is interesting, useful, and good for their

self-development. In addition, cognitive attitudes claimed that they like reading English books, newspapers, journals, magazines, stories, and poems. Watching English news, movies, TV shows, and listening English songs increase their knowledge. In the last, behavioural attitudes revealed that learning English is necessary for communicating with others, making friends, traveling abroad, pursuing higher studies, opening more job opportunities, and using modern technology. Based on above arguments, it is said that sociocultural theory enables ESL undergraduates to interact and promote the culture of learning English well. Therefore, ESL teachers must promote ESL undergraduates' affective, cognitive, and behavioural aspects of attitudes in learning English so that ESL students could promote their learning. As a result, positive attitudes will make ESL students independent to select and decide their tasks as per their interest and abilities. ESL teachers should remember these aspects of attitudes to design learning English activities that could develop a nice and friendly learning environment since then ESL students would overcome barriers in learning English (Rasool et al., 2023). Moreover, policy makers, curriculum designers, and teachers should remember the importance of positive attitudes in learning English in ESL context to design ESL syllabus.

The research showed that Pakistani ESL undergraduates revealed positive views on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English and their teachers also shared the same perspectives. Positive interdependence enabled Pakistani ESL undergraduates to make decisions, think critically, solve problems, make friends, help others, and develop connections with peers. Individual and group accountability of CLA creates a relaxed learning atmosphere, reduces anxiety and fear, makes learning of English easier, enhances ability to complete the quality work on time,

and enhances performance in English assessments/tests of ESL undergraduates. Group processing of CLA revealed that ESL undergraduates are assigned to a group seated near each other with mix and similar abilities to enhance team spirit for learning English. ESL undergraduates showed that they are not given chance to select their own group members. One probable reason is the influence of teacher-centred pedagogy because it has strong grounds in Pakistani ESL context (Rasool et al., 2023). Social and interpersonal skills of CLA enhances English listening, speaking, reading, and writing proficiencies of ESL undergraduates to participate in ESL context for better communication. Face-to-face promotive interaction of CLA enables ESL undergraduates to express opinions, argue, debate, negotiate, ask questions, enhances interest, motivation, and self-confidence. The results revealed that Pakistani ESL undergraduates like CLA because it promotes their learning English via collaboration.

Moreover, CLA enables them to communicate appropriately in educational and social settings which is good for their identity. Therefore, Pakistani ESL teachers should employ CLT in English classrooms to promote CLA in learning English because it helps ESL undergraduates develop their academic, communicative, collaborative, social, and creative skills. In addition, CLA helps learners to work collaboratively via interaction with group fellows under the guidance of senior members in friendly environment to learn English. Pakistani ESL teachers should keep in mind academic and social advantages of CLA while designing various activities for small group work for learning English. Moreover, different stakeholders i.e., policy makers and educationists should acknowledge the role of five elements of CLA in the promotion of learning English while designing curriculum for ESL learning environment.

The research identified moderate challenges faced by Pakistani ESL undergraduates on positive interdependence, individual and group accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction of CLA in learning English and their teachers revealed the same perspectives. Pakistani ESL undergraduates revealed moderate views on the faced challenges on positive interdependence of CLA. They revealed that they find it difficult because of students with different personality styles, to share task related responsibilities, to work with students who are less knowledgeable because they underestimate other's ideas. Pakistani ESL undergraduates showed moderate views on the faced challenges on individual and group accountability of CLA in learning English because they find it difficult to understand the given task due to spending time talking about unrelated things and it is difficult for them to concentrate on the task. Sometimes they are unable to complete the tasks on time and they do not get the grades they deserve. Moreover, Pakistani ESL undergraduates revealed moderate views on group processing of CLA in learning English because they do not like the assigned students who are not their friends as well as they find it difficult to work in a group of 6 or more. They revealed that they do not face problems while working in groups of 3 to 5 and they can work with those who are not their friends. Pakistani ESL undergraduates revealed moderate views on the challenges faced by Pakistani ESL undergraduates on social and interpersonal skills of CLA. They prefer not to participate because they lack listening, speaking, reading, and writing skills for effective communication in learning English on social and interpersonal skills of CLA. ESL undergraduates revealed moderate views on face-to-face promotive interaction of CLA in learning English because they do not show equal motivation, respect others' perspectives, get enough opportunities to practise English, and end up doing most of the task. They also

showed that the physical set-up of CLA classroom is hindrance for learning English in ESL context. Policy makers, educationists, and curriculum designers should acknowledge the challenges faced by ESL students in CLA in learning English. Therefore, they should keep in mind the challenges faced and devise those policies which may facilitate the practice of CLA for better learning of ESL undergraduates. In addition, educational institutes must arrange parent-teacher meetings in which ESL teachers must inform the ESL students' parents about the challenges they face in learning English and help them to improve learning after resolving their issues of CLA in ESL context.

6.3 Research Contributions

For the world at large as well as specifically for Pakistan, this research offered important contributions. The current research expanded the sociocultural theory in the domain of attitudes towards learning English, views, challenges in CLA and teachers' perspectives in learning English. Previous research studies have examined either attitudes or CLA in ESL settings on other subjects (Qureshi et al., 2021; Yasmin & Naseem, 2019) from behaviourist and cognitive perspectives (Chen, 2021). Sociocultural theoretical framework has contributed to Pakistani ESL context of public universities of the capital of Pakistan, Islamabad. The contemporary era believes in the practices of innovative teaching and learning techniques in ESL context with the help of sociocultural perspective since it provides holistic environment for language learning in English classrooms (Afni, 2022; Qureshi et al., 2021). However, a very few studies employed sociocultural theory to investigate attitudes, views, and challenges about CLA and teachers' perspectives in learning English in Pakistani ESL context of public universities (Shamim, 2017). Therefore, this research is the leading contribution while investigating these constructs altogether in Pakistani public universities' ESL context.

From a sociocultural perspective, research on the positive attitudes on its affective, cognitive, and behavioural aspects towards learning English among Pakistani ESL undergraduates advances the knowledge of the intricate interactions between social, cultural, and psychological factors that affect learning of English. It would guide ESL teachers in creating more successful curricula of learning English that consider the sociocultural background of the students and encourage a positive attitude towards learning English.

Pakistani ESL undergraduates with various levels of English abilities collaborated in CLA, enabling more experienced undergraduates to help and mentor their peers. This cooperation aids in the development of a nurturing atmosphere where undergraduates may interact meaningfully and promote English learning (Lee, 2022). CLA offered several possibilities for social engagement in which Pakistani ESL undergraduates negotiated meanings, shared ideas, and had meaningful conversations with one another through connection with peers. Due to exposure to various linguistic patterns, vocabulary, and communication styles, this social engagement helped ESL undergraduates' language development. By encouraging group discussions and problem-solving exercises, CLA provides an environment where students may work together on tasks (Mehta et al., 2021). The use of English for practical reasons is mandated by these exercises, which promote the growth of communicative proficiency. ESL undergraduates' ability to speak, listen, read, and write may all be improved through group tasks, which also helps them develop other language abilities. CLA helps ESL university undergraduates in learning English, which makes them feel more motivated and confident. CLA develops feelings of achievement and increases their sense of self-worth in ESL undergraduates by cooperating and accomplishing their educational objectives collaboratively. Positive interpersonal

relationships and assistance from peers can also increase students' willingness to devote themselves and engage fully in the English language learning process.

The past research related to attitudes and CLA clearly showed that there is lack of detailed and comprehensive questionnaires to assess attitudes towards learning English, views, and challenges about CLA and teachers' perspectives in learning English in ESL context (Judy-Shih, 2021; Qureshi et al., 2021; Nasim, 2019). The developed and validated questionnaires for CLA are based upon those items which are used in many studies in L1 and EFL settings (Lee, 2022; Lee & Mao, 2022; Nakata et al., 2022). However, questionnaires were not applicable in South Asian context including Pakistani ESL settings. Therefore, the researcher decided to develop and validate comprehensive questionnaires for the constructs mentioned above.

In addition, no detailed questionnaires were found suitable to assess the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English so the items for the questionnaires were taken from the past research (Abidin et al., 2012; Abu-Snoubar, 2017; Ahmed, 2015; Alkaff, 2013; Al-Noursi, 2013; Al-Samadani & Ibnian, 2015; Al-Tamimi & Shuib, 2009; Boonrangsri et al., 2004; Eshghinejad, 2016; Gardner, 1985, 2004; Ibnian, 2017; Kashefian-Naeeini et al., 2018; Matsuda, 2000; Ming et al., 2011; Naqeep & Zaued, 2014; Petrides, 2006; Tahaineh & Dana, 2013; Viet, 2017; Young, 2006; Yu, 2010; Zuo et al., 2019). The attempt for development and validation of comprehensive questionnaires for assessing three aspects of attitudes towards learning English is also an interesting contribution of this research. Moreover, the relationship between the attitudes Pakistani ESL undergraduates towards learning English and perspectives of ESL teachers

about their undergraduates' attitudes towards learning English is also a distinct contribution.

Similarly, the items for CLA questionnaires to examine the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about the views of their undergraduates in CLA are taken from the past research (Abrami et al., 1995; Alhabeedi, 2015; AlMashjari, 2012; Basta, 2011; Brown, 2008; Buchs et al., 2017; Chatterjee, 2015; Chen, 2005; Duckworth, 2010; Erdem, 2009; Er & Aksu Atac, 2014; Farzaneh & Nejadansari, 2014; Gonzales & Torres, 2015; Ingleton et al., 2000; Lucha et al., 2015; McLeish, 2009; Murray, 2008; Neo et al., 2012; Titsankaew, 2015; Xuan, 2015) because no detailed questionnaire was found that covers the five elements of CLA in learning English. Therefore, the comprehensively developed and validated questionnaire on five elements of CLA is another contribution of this research. Another interesting contribution is the relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about the views of their undergraduates about CLA in learning English.

For challenges in CLA questionnaire, the items are selected from the past research work (Abrami et al., 1995; Albore & Lanka, 2018; AlMashjari, 2012; Bayat, 2004; Bonacich et al., 1976; Bronet, 2008; Buchs et al., 2017; Davis, 1993; Duckworth, 2010; Gonzales & Torres, 2015; Johnson & Johnson, 2009; Ingham et al., 1974; Ingleton et al., 2000; Kerr & Bruun, 1983; Liu, 2015; MacGregor, 1991; Neo et al., 2012; Othman & Murad, 2015; Race, 2007; Xuan, 2015) since not a single questionnaire was appropriate to follow for the identification of the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Therefore, this research also deals with the

detailed and comprehensive developed and validated questionnaires to identify the challenges which is a novel contribution. Apart from this another contribution is relationship between challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

6.4 Research Limitations and Recommendations for Potential Research

Research limitations and recommendations for future research are discussed in this section. This research work addressed the constructs of attitudes towards learning English, views, and challenges in CLA in learning English and the teachers' perspectives. Therefore, this research emphasized on general learning of English. Hence, future research may target either segregated or integrated English language skills i.e., listening, reading, speaking, and writing in Pakistani ESL contexts.

Second, this research emphasized on three components of attitudes i.e., affective, cognitive, and behavioural and CLA's basic five elements i.e., positive interdependence, group and individual accountability, group processing, social and interpersonal skills, and face-to-face promotive interaction. Future research attempts might investigate these aspects of attitudes and CLA elements in a broader perspective. Therefore, there is dire need to investigate the aspects of attitudes and elements of CLA on Pakistani ESL students' accuracy and proficiency levels.

Third, Pearson product co-efficient correlation analysis is applied to determine the relationship in the following constructs in Pakistani ESL settings, i.e., relationship between the attitudes of Pakistani ESL undergraduates and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes, relationship between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers

about their undergraduates on CLA, and relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Therefore, the potential researchers may determine the correlation of the above-mentioned constructs in other ESL South Asian contexts i.e., India, Bangladesh, Sri Lanka, Malaysia, Indonesia, and so on.

This research is limited to seven government/public universities of the federal territory of Pakistan because the data was collected from these universities via cluster sampling technique. New researchers can attempt to investigate the same stance using other sampling methods to compare the results from both private and public institutes to look either there are some differences or not in Pakistani ESL students' attitudes towards learning English, views in CLA, and challenges about CLA in learning English. The logic behind the stance is evident from the research work of Shamim and Rashid (2019) who clearly stated that Pakistani ESL context is influenced by three educational institutes e.g., public/government, private, and religious (Madaris). In pursuant to this situation, Haider (2021a) clearly stated that rich families used to enrol their children in private institutes for better learning experience and quality of education while paying high monthly fees. Whereas poor and middle-class families sent their children to government institutes due to paying less monthly fee. So, it is logical that private institutes give extra support and facilities to their students in learning, therefore, the students at these private institutes are better in English if they are compared with the students at government institutes (Haider, 2021b, 2019). The pre-stated logic clearly shows that comparing the attitudes towards learning English, views in CLA , and challenges about CLA of the students of private and public institutes will reveal interesting results because it is reported that sometimes high

achievers and competent students do not perform well in group work whereas weak and poor students perform better in learning English (Al-Ahdal & Alharbi, 2021).

The research data was gathered from public/government universities of the capital of Pakistan, Islamabad where the official languages i.e., English and Urdu are used to perform different educational and social purposes and the government universities are advanced and developed. The present idea can be replicated in future research in other developed and remote areas of Punjab, Baluchistan, Khyber Pakhtunkhwa, and Sindh to get novel and interesting results.

This research focused on the Pakistani ESL undergraduates of English departments of public universities, so future researchers could think on working on Pakistani EFL undergraduates of underprivileged areas. Moreover, public university graduates and public-school students could be the focus of new investigators because both get a very few chances to use English in their classrooms (Qureshi et al., 2021). The research work conducted in the past clearly mentioned that Pakistani public institutions of underdeveloped regions used to concentrate merely on two language skills i.e., writing and reading in learning English whereas listening and speaking skills are practised partially in English classes (Rasool et al., 2023). Conducting research on the students at public institutes will benefit the stakeholders to get novel insights.

The data clearly revealed that this research is conducted in the public universities of Islamabad where ESL undergraduates used to communicate in English in various practical situations. There are many areas in Pakistani where English is restricted to MoI in educational institutes and plays a role of EFL in those settings (Zhang et al., 2021). Therefore, new researchers can investigate whether students keep positive attitudes

towards learning English, positive views in CLA, and moderate challenges about CLA in EFL classrooms or negative to get a different understanding about the variables.

In the end, this research only focused on Pakistani ESL undergraduates of English departments of public universities in learning English. Future research can be conducted on the attitudes of Pakistan students enrolled in non-major English undergraduates' programs to know whether they have the either positive or negative attitudes towards learning English and views about CLA in learning English. This research supported positive attitudes towards learning English and positive views of Pakistani ESL undergraduates on CLA in learning English, therefore, experimental or Quasi experimental research can be conducted by the potential future researcher to investigate the impact of ESL/EFL students' attitudes towards learning English, views about CLA, and challenges in CLA in learning English.

6.5 Conclusion

The aim of this study is to examine to which extent Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in the CLA match their teachers' perspectives. This research work was conducted by using the lens of sociocultural theory as its theoretical framework. The findings showed that the attitudes of Pakistani ESL undergraduates are positive towards learning English. Similarly, Pakistani ESL teachers also revealed positive perspectives about their undergraduates' attitudes towards learning English. A weak negative correlation between the attitudes of Pakistani ESL undergraduates towards learning English and the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English was reported. Moreover, Pakistani ESL undergraduates revealed positive views about CLA in learning English. Likewise, Pakistani ESL teachers revealed positive perspectives about their undergraduates

on CLA in learning English. A weak negative correlation between the views of Pakistani ESL undergraduates about CLA and the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English. In addition, Pakistani ESL undergraduates faced moderate challenges in CLA in learning English. Further, Pakistani ESL teachers revealed moderate perspectives about the challenges faced by their undergraduates in CLA in learning English. A weak negative relationship between the challenges faced by Pakistani ESL undergraduates in CLA and the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Moreover, theoretical and pedagogical implications have also been discussed. Further, research contributions are discussed as an addition to the existing literature of attitudes and CLA in learning English. Finally, certain research limitations and recommendations for future potential research have been discussed.

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APPENDICES

Appendix A: Journal Publications

1. **KHAN, A. B.,** Ramanair, J., & Rethinasamay, S. (2023). 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). *3L: Language, Linguistics, Literature*, *29*(2).
2. **Khan, A. B.,** Ramanair, J., & Rethinasamy, S. (2023). Perceptions of Pakistani undergraduates and teachers of collaborative learning approaches in learning English. *Journal of Applied Learning and Teaching*, *6*(1), 180-197.

Appendix B: Letter to institution requesting permission to collect data

To whom it may concern

March, 2020
Dear Sir/Madam,
Warmest Greetings!

I am currently doing PhD in Applied Linguistics at Faculty of Language and Communication, University Malaysia Sarawak. My PhD research focuses on "The Relationship between Pakistani ESL Undergraduates' Attitudes towards learning English, Views, and challenges in Collaborative Learning Approach and the Teachers' Perspectives."
I would like to seek your kind permission to allow me to collect data through questionnaires from ESL undergraduates and teachers at your university. The study aims to examine the which extent Pakistani ESL undergraduates' attitudes towards learning English, views, and challenges in the Collaborative Learning Approach match their teachers' perspectives.
All information provided will be kept in utmost confidentiality and would be used only for academic purposes. If you will request for an electronic copy (e.g. PDF), the entire thesis can be made available to you.
It is requested to sign below the letter to collect data through questionnaires from Pakistani ESL undergraduates and teachers at your university. Your approval to conduct this study will be appreciated. Thank you in advance for your interest and assistance with this research.

Sincerely,

Abdul Bari Khan
PhD Research Student
Faculty of Language & communication
University Malaysia Sarawak
Email: 17010087@siswa.unimas.my
Contact No: +92-333-6824343

Dr. Joseph Ramanair
Senior Lecturer and Main Supervisor
Faculty of Language & communication
University Malaysia Sarawak
Email: josephramanair@gmail.com

Dr. Soubakeavathi Rethinasamy
Associate Prof. and Co-Supervisor
Faculty of Language & Communication Email:
rsouba@gmail.com

Appendix C: Consent Form for Pakistani ESL Undergraduate

Dear Participant,

I am currently doing PhD in Applied Linguistics at Faculty of Language and Communication, University Malaysia Sarawak. My PhD research focuses on "The Relationship between Pakistani ESL Undergraduates' Attitudes towards learning English, Views and challenges in Collaborative Learning Approach and the Teachers' Perspectives."

I would like to invite you to kindly participate in this study by completing the enclosed questionnaires. The questionnaires consist of four main sections: Section A deals with background information; section B relates to assess the attitudes of Pakistani ESL undergraduates towards learning English, Section C deals with the views of Pakistani ESL undergraduates about CLA in learning English; Section D is on the challenges faced by Pakistani ESL undergraduates in CLA in learning English.

The questionnaires would take approximately 45 minutes to complete. Please note that this is not a test, there is **no** "right" or "wrong" answers. Your participation in this study is voluntary and you are free to withdraw your participation at any time. There is no risk associated with participating in this study. Therefore, you are requested to answer frankly and honestly. Please attempt all items and do not leave any item blank. Only your honest information can guarantee the success of this study. It is assured that all information provided by you will remain **anonymous**, **confidential**, and be used for research purpose only.

If you have any questions regarding the survey or the research in general, please feel free to contact me at 17010087@siswa.unimas.my.

Thanks for your cooperation and time.

Sincerely,

I agree with the above statement.

Abdul Bari Khan
PhD Research Student
Signature: _____
Date : _____

Faculty of Language & communication
University Malaysia Sarawak
Email: 17010087@siswa.unimas.my
Contact No: +92-333-6824343

Section 1: Background Information

Please tick (√) the appropriate boxes.

1. University Name: ☐ Allama Iqbal Open University ☐ Air University
☐ Islamic International University ☐ Bahria University
☐ Quaid-e-Azam University ☐ NUML
☐ Federal Urdu University of Arts, Science, & Technology

2. Gender: ☐ Male ☐ Female

3. Age in 2020: ☐ 18 years ☐ 19 years ☐ 20 years
☐ 21 years ☐ 22 years ☐ 23 years
☐ 24 years ☐ 25 years ☐ 26 years

Section 2: Questionnaire on the attitudes of Pakistani ESL undergraduates in learning English

For the next several items, please choose an option from SD to SA and encircle the option (◯) against each statement to indicate how much you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

I like learning English.	SD	D	N	A	SA

Aspects of Attitude	SD	D	N	A	SA
Affective Aspect	SD	D	N	A	SA
Learning English makes me feel confident.	SD	D	N	A	SA
Learning English makes me feel proud of myself.	SD	D	N	A	SA
Learning English makes me happy.	SD	D	N	A	SA
Learning English is interesting.	SD	D	N	A	SA
Learning English is useful.	SD	D	N	A	SA
Learning English is good for my self-development.	SD	D	N	A	SA
Cognitive Aspect	**SD**	**D**	**N**	**A**	**SA**
I like reading books in English.	SD	D	N	A	SA
I like reading newspapers in English.	SD	D	N	A	SA
I like reading magazines in English.	SD	D	N	A	SA

I like reading Journals in English.	SD	D	N	A	SA
I like reading stories in English.	SD	D	N	A	SA
I like reading poems in English.	SD	D	N	A	SA
I like watching TV shows in English.	SD	D	N	A	SA
I like watching movies in English.	SD	D	N	A	SA
I like listening to songs in English.	SD	D	N	A	SA
I like watching news in English.	SD	D	N	A	SA
I like learning English.	SD	D	N	A	SA
Learning English increases my knowledge.	SD	D	N	A	SA
Behavioural Aspect	SD	D	N	A	SA
Learning English is necessary for communicating with others.	SD	D	N	A	SA
Learning English helps me make friends.	SD	D	N	A	SA
Learning English helps me travel abroad.	SD	D	N	A	SA
Learning English helps me pursue higher studies.	SD	D	N	A	SA
Learning English opens more job opportunities.	SD	D	N	A	SA
Learning English is important for my career.	SD	D	N	A	SA
Learning English helps me use modern technology (Internet, social media/Facebook, Twitter).	SD	D	N	A	SA

Section 3: Questionnaire on the views of Pakistani ESL undergraduates about CLA in learning English

For the next several items, please choose an option from SD to SA and encircle the option (◯) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

I like group work.	SD	D	N	A	SA

Elements with Statements of CLA	**SD**	**D**	**N**	**A**	**SA**
Positive Interdependence	SD	D	N	A	SA
Working together with other students in English class enables me to make decisions.	SD	D	N	A	SA

Working together with other students in English class enables me to think critically.	SD	D	N	A	SA
Working together with other students in English class enables me to solve problems.	SD	D	N	A	SA
When working together with other students in English class, I want to be with my friends.	SD	D	N	A	SA
When working together with other students in English class, I do not want to be with my friends.	SD	D	N	A	SA
Working together with other students in English class enables me to help others.	SD	D	N	A	SA
Working together with other students in English class enables others to help me.	SD	D	N	A	SA
Working together with other students in English class enhances my connection with peers.	SD	D	N	A	SA
Individual and Group Accountability	SD	D	N	A	SA
Working together with other students in English class creates a relaxed learning atmosphere.	SD	D	N	A	SA
Working together with other students in English class reduces my anxiety.	SD	D	N	A	SA
Working together with other students in English class reduces my fear.	SD	D	N	A	SA
Working together with other students in English class makes my learning of English easier.	SD	D	N	A	SA
Working together with other students in English class enhances my ability to complete the tasks on time.	SD	D	N	A	SA
Working together with other students in English class enhances my ability to do quality work.	SD	D	N	A	SA
Working together with other students in English class enhances my performance in English assessments/tests.	SD	D	N	A	SA
Group Processing	SD	D	N	A	SA
When working together with other students in English class, I choose my group members.	SD	D	N	A	SA
When working together with other students in English class, I am assigned to a group.	SD	D	N	A	SA

When working together with other students in English class, I am assigned to a group of similar abilities.	SD	D	N	A	SA
When working together with other students in English class, I am assigned to a group of mix abilities.	SD	D	N	A	SA
When working together with other students in English class, I am assigned to group members seated near me.	SD	D	N	A	SA
Working together with other students in English class enhances my team spirit.	SD	D	N	A	SA
Social and Interpersonal Skills	SD	D	N	A	SA
Working together with other students in English class enhances my English listening proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my English speaking proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my English reading proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my English writing proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my communication skills.	SD	D	N	A	SA
Working together with other students in English class enables me to participate.	SD	D	N	A	SA
Face to Face Promotive Interaction	SD	D	N	A	SA
Working together with other students in English class enables me to express opinions.	SD	D	N	A	SA
Working together with other students in English class enables me to argue.	SD	D	N	A	SA
Working together with other students in English class enables me to debate.	SD	D	N	A	SA
Working together with other students in English class enables me to negotiate.	SD	D	N	A	SA
Working together with other students in English class enables me to ask questions.	SD	D	N	A	SA
Working together with other students in English class enhances my interest.	SD	D	N	A	SA

Working together with other students in English class enhances my motivation.	SD	D	N	A	SA
Working together with other students in English class enhances my self-confidence.	SD	D	N	A	SA

Section 4: Questionnaire on the challenges faced by Pakistani ESL undergraduates in CLA in learning English

For the next several items, please choose an option from SD to SA and encircle the option (◯) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

I find it difficult to work with other students.	SD	D	N	A	SA

Elements with Statements of CLA	**SD**	**D**	**N**	**A**	**SA**
Positive Interdependence	SD	D	N	A	SA
When working together with other students in English class, I find it difficult because of students with different personality styles.	SD	D	N	A	SA
When working together with other students in English class, I find it difficult to share task related responsibilities.	SD	D	N	A	SA
When working together with other students in English class, I become dependent on others.	SD	D	N	A	SA
When working together with other students in English class, I find it difficult to work with students who are less knowledgeable than me.	SD	D	N	A	SA
When working together with other students in English class, I underestimate other's ideas.	SD	D	N	A	SA
Individual and Group Accountability	SD	D	N	A	SA
When working together with other students in English class, I find it difficult to understand the given task.	SD	D	N	A	SA
When working together with other students in English class, I spend time talking about unrelated things.	SD	D	N	A	SA

When working together with other students in English class, I find it difficult to concentrate on the tasks.	SD	D	N	A	SA
When working together with other students in English class, I am unable to complete the tasks on time.	SD	D	N	A	SA
When working together with other students in English class, I do not get the grade I deserve.	SD	D	N	A	SA
Group Processing	SD	D	N	A	SA
When working together with other students in English class, I do not like the students I am assigned to work with.	SD	D	N	A	SA
When working together with other students in English class, I do not like to work with my friends.	SD	D	N	A	SA
When working together with other students in English class, I do not like to work with those students who are not my friends.	SD	D	N	A	SA
When working together with other students in English class, I find it difficult to work in a group of 3 to 5.	SD	D	N	A	SA
When working together with other students in English class, I find it difficult to work in a group of 6 or more.	SD	D	N	A	SA
Social and Interpersonal Skills	SD	D	N	A	SA
When working together with other students in English class, I prefer not to participate.	SD	D	N	A	SA
When working together with other students in English class, I lack listening skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, I lack speaking skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, I lack reading skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, I lack writing skills for effective communication.	SD	D	N	A	SA
Face to Face Promotive Interaction	SD	D	N	A	SA
When working together with other students in English class, I do not show equal motivation.	SD	D	N	A	SA
When working together with other students in English class, I do not respect other's perspectives.	SD	D	N	A	SA

When working together with other students in English class, I do not get enough opportunity to practise English.	SD	D	N	A	SA
When working together with other students in English class, I end up doing most of the tasks.	SD	D	N	A	SA
When working together with other students in English class, the physical set-up of classroom is hindrance for me.	SD	D	N	A	SA

Appendix D: Consent Form for Pakistani ESL Teacher

Dear Participant,

I am currently doing PhD in Applied Linguistics at Faculty of Language and Communication, University Malaysia Sarawak. My PhD research focuses on "The Relationship between Pakistani ESL Undergraduates' Attitudes towards learning English, Views and challenges in Collaborative Learning Approach and the Teachers' Perspectives."

I would like to invite you to kindly participate in this study by completing the enclosed questionnaires. The questionnaires consist of four main sections: Section A deals with background information; section B relates to examine the perspectives of Pakistani ESL teachers about their undergraduates' attitudes towards learning English. Section C deals with the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English; Section D is about the perspectives of Pakistani ESL teachers on the challenges faced by their undergraduates in CLA in learning English.

The questionnaires would take approximately 25 minutes to complete. Please note that this is not a test, there is **no** "right" or "wrong" answers. Your participation in this study is voluntary and you are free to withdraw your participation at any time. There is no risk associated with participating in this study. Therefore, you are requested to answer frankly and honestly. Please attempt all items and do not leave any item blank. Only your honest information can guarantee the success of this study. It is assured that all information provided by you will remain **anonymous**, **confidential**, and be used for research purpose only.

If you have any questions regarding the survey or the research in general, please feel free to contact me at 17010087@siswa.unimas.my.

Thanks for your cooperation and time.

Sincerely,

I agree with the above statement.

Abdul Bari Khan
PhD Research Student

Signature: _____

Date : _____

Faculty of Language & communication
University Malaysia Sarawak
Email: 17010087@siswa.unimas.my
Contact No: +92-333-6824343

Section 1: Background Information

Please tick (√) the appropriate boxes.

1. University Name: ☐ Allama Iqbal Open University ☐ Air University ☐ Islamic International University ☐ Bahria University ☐ Quaid-e-Azam University ☐ NUML ☐ Federal Urdu University of Arts, Science, & Technology

2. Gender: ☐ Male ☐ Female

3. Age in 2020: ☐ 25-30 years ☐ 31-35 years ☐ 36-40 years ☐ 41-45 years ☐ 46-50 years ☐ 51-55 years ☐ 56-60 years ☐ 61-65 years ☐ 66-70 years

4. Qualification: ☐ M.A ☐ M.Phil. ☐ PhD

5. Experience: ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30

Section 2: Questionnaire on the perspectives of Pakistani ESL teachers about their undergraduates' attitudes in learning English

For the next several items, please choose an option from SD-SA and encircle the option (◯) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

My students like learning English.	SD	D	N	(A)	SA

Aspects of Attitude	**SD**	**D**	**N**	**A**	**SA**
Affective Aspect	**SD**	**D**	**N**	**A**	**SA**
Learning English makes my students feel confident.	SD	D	N	A	SA
Learning English makes my students feel proud of them.	SD	D	N	A	SA
Learning English makes my students happy.	SD	D	N	A	SA

Learning English is interesting for my students.	SD	D	N	A	SA
Learning English is useful for my students.	SD	D	N	A	SA
Learning English is good for the self-development of my students.	SD	D	N	A	SA
Cognitive Aspect	SD	D	N	A	SA
My students like reading books in English.	SD	D	N	A	SA
My students like reading newspapers in English.	SD	D	N	A	SA
My students like reading magazines in English.	SD	D	N	A	SA
My students like reading Journals in English.	SD	D	N	A	SA
My students like reading stories in English.	SD	D	N	A	SA
My students like reading poems in English.	SD	D	N	A	SA
My students like watching TV shows in English.	SD	D	N	A	SA
My students like watching movies in English.	SD	D	N	A	SA
My students like listening to songs in English.	SD	D	N	A	SA
My students like watching news in English.	SD	D	N	A	SA
My students like learning English.	SD	D	N	A	SA
Learning English increases the knowledge of my students.	SD	D	N	A	SA
Behavioural Aspect	**SD**	**D**	**N**	**A**	**SA**
Learning English is necessary for my students to communicate with others.	SD	D	N	A	SA
Learning English helps my students make friends.	SD	D	N	A	SA
Learning English helps my students travel abroad.	SD	D	N	A	SA
Learning English helps my students pursue higher studies.	SD	D	N	A	SA
Learning English opens more job opportunities for my students.	SD	D	N	A	SA
Learning English is important for the career of my students.	SD	D	N	A	SA
Learning English helps my students use modern technology (Internet, social media/Facebook, Twitter).	SD	D	N	A	SA

Section 3: Questionnaire on the perspectives of Pakistani ESL teachers about their undergraduates on CLA in learning English

For the next several items, please choose an option from SD to SA and encircle the option (◯) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

My students like group work.	SD	D	N	(A)	SA

Elements with Statements of CLA	**SD**	**D**	**N**	**A**	**SA**
Positive Interdependence	SD	D	N	A	SA
Working together with other students in English class enables my students to make decisions.	SD	D	N	A	SA
Working together with other students in English class enables my students to think critically.	SD	D	N	A	SA
Working together with other students in English class enables my students to solve problems.	SD	D	N	A	SA
When working together with other students in English class, my students want to be with their friends.	SD	D	N	A	SA
When working together with other students in English class, my students do not want to be with their friends.	SD	D	N	A	SA
Working together with other students in English class enables my students to help each other.	SD	D	N	A	SA
Working together with other students in English class enables others to help my students.	SD	D	N	A	SA
Working together with other students in English class enhances my students' connection with peers.	SD	D	N	A	SA
Individual and Group Accountability	**SD**	**D**	**N**	**A**	**SA**
Working together with other students in English class creates relaxed learning atmosphere.	SD	D	N	A	SA

Working together with other students in English class reduces my students' anxiety.	SD	D	N	A	SA
Working together with other students in English class reduces my students' fear.	SD	D	N	A	SA
Working together with other students in English class makes my students' learning of English easier.	SD	D	N	A	SA
Working together with other students in English class enhances my students' abilities to complete the tasks on time.	SD	D	N	A	SA
Working together with other students in English class enhances my students' abilities to do quality work.	SD	D	N	A	SA
Working together with other students in English class enhances my students' performance in English assessments/tests.	SD	D	N	A	SA
Group Processing	**SD**	**D**	**N**	**A**	**SA**
When working together with other students in English class, my students choose their group members.	SD	D	N	A	SA
When working together with other students in English class, I assign students in groups.	SD	D	N	A	SA
When working together with other students in English class, I assign groups of similar abilities.	SD	D	N	A	SA
When working together with other students in English class, I assign groups of mix abilities.	SD	D	N	A	SA
When working together with other students in English class, I assign group members seated near each other.	SD	D	N	A	SA
Working together with other students in English class enables my students to negotiate.	SD	D	N	A	SA
Social and Interpersonal Skills	**SD**	**D**	**N**	**A**	**SA**
When working together with other students in English class, I assign groups of similar abilities.	SD	D	N	A	SA
Working together with other students in English class enhances my students' listening proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my students' English speaking proficiency.	SD	D	N	A	SA

Working together with other students in English class enhances my students' English reading proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my students' English writing proficiency.	SD	D	N	A	SA
Working together with other students in English class enhances my students' communication skills.	SD	D	N	A	SA
Face to Face Promotive Interaction	**SD**	**D**	**N**	**A**	**SA**
Working together with other students in English class enables my students to express opinions.	SD	D	N	A	SA
Working together with other students in English class enables my students to argue.	SD	D	N	A	SA
Working together with other students in English class enables my students to debate.	SD	D	N	A	SA
Working together with other students in English class enables my students to negotiate.	SD	D	N	A	SA
Working together with other students in English class enables my students to ask questions.	SD	D	N	A	SA
When working together with other students in English class, my students choose their group members.	SD	D	N	A	SA
Working together with other students in English class enhances my students' interest.	SD	D	N	A	SA
Working together with other students in English class enhances my students' motivation.	SD	D	N	A	SA

Section 4: Questionnaire on the perspectives of Pakistani ESL teachers about the challenges faced by their undergraduates in CLA in learning English

For the next several items, please choose an option from SD to SA and encircle the option (◯) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA

For Example:

My students find it difficult to work in small groups.	SD	D	N	A	SA

Elements with Statements of CLA	SD	D	N	A	SA
Positive Interdependence	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult because of students with different personality styles.	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to share task related responsibilities.	SD	D	N	A	SA
When working together with other students in English class, my students become dependent on each other.	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to work with students who are less knowledgeable than them.	SD	D	N	A	SA
When working together with other students in English class, my students underestimate each other's ideas.	SD	D	N	A	SA
Individual and Group Accountability	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to understand the given task.	SD	D	N	A	SA
When working together with other students in English class, my students spend time talking about unrelated things.	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to concentrate on the tasks.	SD	D	N	A	SA
When working together with other students in English class, my students are unable to complete the tasks on time.	SD	D	N	A	SA

When working together with other students in English class, my students do not get the grades they deserve.	SD	D	N	A	SA
Group Processing	SD	D	N	A	SA
When working together with other students in English class, my students do not like the students they are assigned to work with.	SD	D	N	A	SA
When working together with other students in English class, my students do not like to work with their friends.	SD	D	N	A	SA
When working together with other students in English class, my students do not like to work with those students who are not their friends.	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to work in in groups of 3 to 5.	SD	D	N	A	SA
When working together with other students in English class, my students find it difficult to work in a group of 6 or more.	SD	D	N	A	SA
Social and Interpersonal Skills	SD	D	N	A	SA
When working together with other students in English class, my students prefer not to participate.	SD	D	N	A	SA
When working together with other students in English class, my students lack listening skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, my students lack speaking skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, my students lack reading skills for effective communication.	SD	D	N	A	SA
When working together with other students in English class, my students lack writing skills for effective communication.	SD	D	N	A	SA
Face to Face Promotive Interaction	SD	D	N	A	SA
When working together with other students in English class, my students do not show equal motivation.	SD	D	N	A	SA
When working together with other students in English class, my students do not respect each other's perspectives.	SD	D	N	A	SA
When working together with other students in English class, my students do not get enough opportunity to practise English.	SD	D	N	A	SA

When working together with other students in English class, some of my students end up doing most of the tasks.	SD	D	N	A	SA
When working together with other students in English class, the physical set-up of classroom is hindrance for my students.	SD	D	N	A	SA