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## Perceptions of Pakistani undergraduates and teachers of collaborative learning approaches in learning English

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### Keywords

Collaborative Learning Approach (CLA);  
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ESL;  
Pakistan;  
questionnaires;  
validation.

### Abstract

Many instruments have been developed to investigate the issues that influence the learners in a Collaborative Learning Approach (CLA). However, existing instruments were found inadequate to investigate important areas such as the perceptions of English as a Second Language (ESL) undergraduates in CLA, the perceptions of ESL teachers about their undergraduates in CLA, the challenges faced by ESL undergraduates in CLA, and the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The aim of this research is, therefore, to develop and validate questionnaires for CLA to investigate these areas in learning English. The process involved reviewing the related literature, identifying several questionnaires on CLA in different contexts and then selecting suitable items from there. These items were further adapted to suit the Pakistani ESL context and the aim of this research. Five-point Likert scale questionnaire items were developed. The questionnaires were validated by a panel of three ESL experts to measure the content validity. 60 ESL undergraduates and ten ESL teachers voluntarily participated in the pilot study. Cronbach Alpha was measured to investigate the internal consistency of the questionnaires. A good to excellent Cronbach Alpha reliability was reported for the four questionnaires.

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## Introduction

English is one of the most dominant taught and widely spoken languages in every corner of the world as an international language in the 21st century (Biliková & Seresová, 2021; Kirkpatrick, 2020; Matsuda, 2018; Nelson et al., 2020), including South and Southeast Asian countries like Malaysia, Indonesia, India, Sri Lanka, Bangladesh, and Pakistan (Khan & Mansoor, 2020; Rahman, 2020). Due to its usage in educational institutes and daily life other than by native speakers, it has earned the status of either a second language (L2) or English as a second language (ESL) (Kachru, 2018). Therefore, a primary goal associated with English Language Teaching (ELT) is to accelerate realistic, authentic, innovative, active, critical, practical, communicative, and interpersonal/social skills among ESL learners in English classes (Khan & Mansoor, 2020; Rasool & Winke, 2019). ELT emphasises the implementation of student-centred pedagogies such as the Collaborative Learning Approach (CLA) that promotes realistic, authentic, innovative, active, critical, practical, communicative, and interpersonal/social skills among ESL learners in learning English (Bonsu, 2022; Khan & Mansoor, 2020). CLA is introduced in the world as a leading ELT pedagogy on the basis of its basic five elements such as positive interdependence (PI), individual and group accountability (IGA), group processing (GP), social and interpersonal skills (SIS), and face-to-face promotive interaction (FFPI) (Davidson & Major, 2014; Lin, 2015; Van Leeuwen & Janssen, 2019).

This research aims to develop and validate the adapted questionnaires about the perceptions of Pakistani undergraduates and teachers in CLA in learning English. The items of the questionnaires were adapted from past research to make them suitable for the present research context. The main aim of this study is categorised in four different objectives as follows:

- I. to validate the questionnaire on the perceptions of Pakistani undergraduates in CLA in learning English;
- II. to validate the questionnaire on the perceptions of Pakistani teachers about their undergraduates in CLA in learning English;
- III. to validate the questionnaire on the challenges faced by Pakistani undergraduates in CLA in learning English;
- IV. to validate the questionnaire on the perceptions of Pakistani teachers about the challenges faced by their undergraduates in CLA in learning English.

Past researchers examined the effectiveness and application of CLA at various levels of education in L1 (Gillies & Boyle, 2010; Kagan & Kagan, 2015) and English as a Foreign Language (EFL) context (Albeshir, 2012; Lin, 2015). Various issues in using CLA in learning English were highlighted by learners, which consisted of group size, teaching practice (Nunan, 1992, 2010), individual participation in collective

assignments (Chatterjee & Correia, 2020; Freeman & Greenacre, 2010; Janssen et al., 2007), and their poor conversation and relational skills (Li & Campbell, 2008; Pauli et al., 2008). Similarly, teachers also experience several challenges such as time constraints, group size, large classes, unequal participation and free riding when using CLA in classroom learning for English when they organise a number of activities, i.e. preparation of collective projects, organising small groups, dealing with regular class timings (Gillies & Boyle, 2010; Johnson et al., 2014), and supervising creative cooperation (Hämäläinen & Vähäsantanen, 2011; Van Leeuwen et al., 2013).

Group size and teaching practice are also barriers to learning English using CLA (Baker & Clark, 2010; Blatchford et al., 2003; Gillies, 2004; Laal & Laal, 2012; Laal & Ghodsi, 2012; Lou et al., 2000). Some other factors like group composition (Webb et al., 2002), unequal individual participation (Freeman & Greenacre, 2010; Janssen et al., 2007; Wooley et al., 2015), heterogeneous and homogeneous groups (Kozhevnikov et al., 2014) and large classes (Johnson & Johnson, 2009; Panhwar et al., 2017) influence learning English in CLA classrooms. Likewise, other challenges, i.e. work distribution (Volet et al., 2009), assessment of learning (Gillies & Boyle, 2010), gender, age, fear, anxiety (Slavin, 1980; 2015), superficial behaviour, views, motivation, and attitudes (Johnson & Johnson, 1999, 2009) also restrict the learning of English using CLA. Research on the use of CLA has investigated factors either on learners (Popov et al., 2012) or teachers (Gillies & Boyle, 2010).

Studies pointed out some common factors investigated separately for English language teachers and students about CLA, but a mutual understanding of CLA is still lacking in the Pakistani ESL context (Khan & Mansoor, 2020; Panhwar, 2016). CLA research also disclosed that the perceptions of teachers and students in CLA have been explored at different educational levels, i.e. primary, secondary, and higher education, from various discipline zones, i.e. economics, social studies, science, computer, engineering, and mathematics and in variety of international contexts, i.e. the Americas, Asia, Australia, and Europe (Khan & Mansoor, 2020).

Therefore, this research focuses on the English department of a public university in Pakistan as an Asian country where CLA has just earned its status (Jabeen, 2013; Yasmin & Naseem, 2019). Although there was some formal research on CLA in Pakistan, limited qualitative studies (Afzal, 2020; Yasmin & Sohail, 2017, 2018) indicated that Pakistani teachers and students prefer to work in collaborative activities in English classrooms. Yasmin and Naseem (2019) recommended that quantitative research on the views and practices of CLA should be conducted on the linguistic background of public university students in Pakistan. Afzal (2020) recommended that CLA challenges may be overlooked on the basis of a quantitative research approach from the perspective of learners and instructors in public sector institutes in Pakistan. Likewise, Panhwar (2016) and Panhwar et al. (2017) also recommended that there is a dire need to conduct research on CLA for ESL undergraduates in Pakistani universities.

This research is unique in its own features as it deals with ESL context, public university ESL undergraduates, teachers, quantitative approach, application of sociocultural theory in ESL context, detailed questionnaires on the perceptions of Pakistani undergraduates in CLA, the perceptions of Pakistani teachers about their undergraduates in CLA, the challenges faced by ESL undergraduates in CLA, and the perceptions of Pakistani teachers about the challenges faced by their undergraduates in CLA in learning English. These gaps make this research unique in the field of learning English so far as the conducted research is concerned.

## Theoretical considerations and literature review

English is an official language and is taught as a compulsory subject from grades 1 to 14 in public and private schools, colleges, and universities in Pakistan (Haidar, 2017; Haidar & Fang, 2019; Khan & Mansoor, 2020; Manan et al., 2017; Shamim & Kuchah, 2016). Therefore, learning English is a passport to step into a white-collar job, being the language of Science, Arts, Education, Technology, Media, Military, Elites, Commerce, Corporate Sector, and Trade (Shamim & Rashid, 2019). Despite the importance of English, most Pakistani undergraduates do not feel confident in communicating fluently in English (Khan & Mansoor, 2020). There are several factors that are responsible for the poor fluency of Pakistani undergraduates and influence the learning process, i.e. attitudes, ineffective policies of language, outdated curriculum, untrained teachers, outdated teaching practices, large classes, lack of interest, and teacher-centred activities (Ahmad & Rao, 2013; Haidar, 2017). Therefore, there is a need to focus on a student-centred, process-based, and holistic learning environment for ESL learners where they can understand the content and develop understanding in English classrooms (Khan & Mansoor, 2020). Therefore, CLA, as one of the student-centred pedagogies for learning English, is deemed fit for the learners in Pakistan, which is rooted in the sociocultural stance of Vygotsky.

The concept of CLA is based on the sociocultural theory by Vygotsky (1978), and CLA is directly linked with its most important element, the Zone of Proximal Development (ZPD), that helps teachers to facilitate learning English in an L2 environment (Lantolf et al., 2018). The CLA term was first coined by Bruffee (1993) in a first Language (L1) environment and later introduced in L2 and EFL contexts (Lantolf et al., 2018). According to Srour et al. (2021), sociocultural theory differs from the conventional viewpoint in which lecturers are viewed as information reservoirs and as being more active than the students. But with sociocultural theory, students take an active role in creating their own knowledge and improvement. According to Vygotsky (1978), the ZPD is where abilities are developed in learners through the formation of meaning through interactions with more experienced peers. The sociocultural theory has various presumptions regarding knowledge and learning (Srour et al., 2021). According to the notion, learning is a social process that promotes development through active interactions rather than passive ones (Ibrahim et al., 2015; Newman & Holzman, 2013). Since learning is a social process, information is gained in social and cultural contexts. Understandings and meanings are developed through

student engagement (Van Leeuwen & Janssen, 2019).

From 1970 onwards, English academic experts and linguists have focused on CLA as a sociocultural phenomenon. Despite being interdisciplinary in nature, CLA research has often been used in English language learning settings (Strijbos & Fischer, 2007). Lv (2014) acknowledged that CLA is an appropriate pedagogical technique that encourages students to work together in diverse teams to accomplish a common objective. According to the guidelines, the result of CLA should demonstrate growth when a task is completed. The inquiry formalises the attainment of a shared objective as elevating students' English language-learning abilities (Zhang & Cui, 2018). This attainment is perceived by social connection in teams. CLA helps students develop their learning abilities in accordance with sociocultural theory. Possibilities for a communicative class are offered through CLA (Bower & Richards, 2006). According to Chandra (2015), CLA embraces variability that Umar et al. (2020) refer to as diversity. Additionally, there are possibilities for peer assessment and social growth. Learning English is a communal activity instead of a solitary initiative, which highlights the heart of the sociocultural theory in learning English (Van Leeuwen & Janssen, 2019). CLA is applicable in ESL learning environments (Ibrahim et al., 2015; Umar et al., 2020; Van Leeuwen & Janssen, 2019; Zhang & Cui, 2018).

It was found that past researchers developed a number of questionnaires in L1 (Duckworth, 2010; Lucha et al., 2015; McLeish, 2009; Murray, 2008; Srour et al., 2021; Titsankaew, 2015) and EFL contexts (Abrami et al., 2004; Alhabeedi, 2015; AlMashjari, 2013; Chatterjee, 2015; Er & Aksu Atac, 2014; Ibrahim et al., 2015; Zhang & Cui, 2018) on the effect, perception, and attitudes of learners on group work or cooperative learning and CLA in various subjects (education, English, science, mathematics, social studies, biology etc.) (Arbab, 2003; Aziz, 2010; Brown, 2008; Iqbal, 2004; Gonzales & Torres, 2015; Parveen, 2010; Umar et al., 2020) at different levels of education (beginners, intermediate, and university) (Farzaneh & Nejadansari, 2014; Masood, 2012; Neo et al., 2012; Khan, 2012; Khan, 2001; Tabassum, 2004; Xuan, 2015) focusing on basic strategies with two, three, four or five elements of CLA or in general (Duckworth, 2010; Erdem, 2009; Ingleton et al., 2000).

Various studies have investigated CLA, and many questionnaires have been developed to examine the views of learners on CLA towards learning English at different levels of education in different contexts (Alhabeedi, 2015). The questionnaire of Ingleton et al. (2000) proved to be the base for most of the CLA questionnaires in L1 (Najmonnisa & Saad, 2017). Brown (2008) adapted a questionnaire of 20 items with a four-point Likert Scale from Ingleton et al. (2000) that focused only on the academic, social, and generic skills of ESL students on CLA in English for Academic Purposes (EAP). Internal validity was reported, but the items' reliability was not stated. The questionnaire developed by Ingleton et al. was not a suitable option to implement in the ESL context because it was developed for L1 students to measure their perceptions about CLA towards learning English. Moreover, the students of ESL countries used to have different attitudes and abilities to learn English through CLA (Khan & Mansoor, 2020). Further, the items of

the questionnaire were developed for L1 English classrooms, which constituted a different situation. Past research studies provide a solid background for CLA because the coming part covers the questionnaires where some of the suitable items are taken out of them.

Chen (2005) also developed a questionnaire containing 20 items for EFL students to examine their attitudes towards CLA in learning English from Ingleton (2000). The validity of the questionnaire was not stated. Several items from this questionnaire were included as the following quote shows:

I feel small group work in the classroom can increase my motivation, interest, and participation in learning English. I feel small group work can lower my anxiety and fear about learning English. I feel small group work in the classroom can increase my motivation, interest, and participation in learning English. I feel cooperative learning in group work can increase my basic English listening proficiency. I feel cooperative learning in group work can increase my basic English speaking proficiency. I feel cooperative learning in group work can increase my basic English reading proficiency. I feel cooperative learning in group work can increase my basic English writing proficiency. I feel cooperative learning in group work can improve interpersonal relationships among classmates and I feel cooperative learning in group work can improve interpersonal relationships among classmates (Chen, 2005, p. 183).

Murray (2008), cited in Duckworth (2010), adopted 53 item-based surveys titled Student Attitudes toward Group Environments (SAGE) that were developed to explore the students' attitudes and achievements regarding group work and CLA. These surveys were based on multiple choice questions on a five-point Likert scale. The questionnaires' reliability was not reported. This questionnaire covered four diverse sub-scales like quality of product and process, peer support, student interdependence, and frustration with group members. The following items were chosen from this questionnaire:

My group members respect my opinion. When I work in a group, there are opportunities to express my opinions. I become friendly with my group members. I learn to work with students who are different from me. It is important to me that my group gets the work done on time. When I work in a group, I am able to share my ideas. I like the students, I am assigned to work with. I am forced to work with students, I do not like. I prefer to choose the students, I work with. When I work in a group, I do better quality work. My grades improve when I work with other students. My work is better organised when I work in a group. When I work in groups, I want to be with my friends and when I work in a group, I get the grade I deserve (Duckworth, 2010, pp. 91-93).

Erdem (2009) also developed a questionnaire of twelve statements on a three-point Likert scale (sometimes, never, and always) for ESL teachers. Five statements were based on group work, three statements were based on learning

styles and processes, and four statements were based on communication within or outside of a group. The selected items were stated ahead, i.e. "[w]e helped each other learn, all members contributed when making decisions, and we completed our tasks on time" (Erdem, 2009, p. 1671).

AlMashjari (2013) developed a questionnaire that aimed to measure the attitudes of students towards CLA in English classes and their motivation for foreign language in an emerging system. The proceeding items are considered to include in this research:

Group work makes language learning easier and more interesting. I think that group work helps in building good and effective relationships among students. Group work gives me encouragement to discuss my ideas and points of view. Group work prompts me towards order and distribution of tasks and roles, and group work makes me depend on others (Almashjari, 2013, pp. 72-73).

Er and Aksu Atac (2014) developed a questionnaire of nine statements about the attitudes of Turkish EFL students towards CLA. Seven statements dealt with benefits of CLA and two of them referred to the individual's learning. The following items were taken from this research:

I like cooperative learning because Cooperative studying motivates the group members. I like cooperative learning because cooperative learning environments develop positive relationships in class, and I like cooperative learning because while studying in cooperation students help each other (Er & Aksu Atac, 2014, p. 23).

Titsankaew (2014) also developed a questionnaire of twelve statements to examine the attitudes of EFL students using think-pair-share in mathematics. The questionnaire focused on the general views of the students of mathematics about CLA in EFL settings. The reliability of the questionnaire was not stated. The following items were taken from this questionnaire: "I ask questions of others when I work in a group and working in a group helps me get the work completed on time" (Titsankaew, 2014, p. 86).

Farzaneh and Nejadansari (2014) adopted a questionnaire with twelve statements for Iranian EFL students from McLeish (2009) to examine their views about reading comprehension using CLA, e.g. "Cooperative learning can improve my attitude towards work. Cooperative learning enhances class participation. Cooperative learning helps me to socialise more. Cooperative learning enhances good working relationships among students and group activities make the learning experience easier" (Farzaneh & Nejadansari, 2014, p. 292).

Chatterjee (2015) developed a questionnaire focusing on the attitudes of L1 students on CLA and their sense of community in the online learning environment. The researchers included those items from the questionnaire of Chatterjee, which emphasised PI and SIS of CLA. The reliability of the questionnaire was not reported as well.



Alhabeedi (2015) developed a questionnaire that contained twenty items on the impact of CLA in increasing the participation of the students (McLeish, 2009). These items comprised the impact of CLA to facilitate the process of learning, develop the participation of classes, and improve students' interaction. The items that were taken out of this questionnaire are as follows:

Cooperative learning facilitates greater student participation in class activities. Cooperative learning enhances class participation. Cooperative learning improves my attitude towards participation. Cooperative learning makes me express opinions, argue, debate, negotiate, and ask questions. Cooperative learning strategy helps students to solve problems, make decisions, plan, and organise their work. Cooperative learning makes learning easier. I like cooperative learning because cooperative studying motivates the group members. Cooperative learning strategy promotes self-confidence. Group study can improve my attitude towards work, and cooperative learning enhances good working relationships among students (Alhabeedi, 2015, pp. 65-66).

Gonzales and Torres (2015) adapted a 25 item-questionnaire on a four-point Likert scale for Filipino learners to investigate the effect of CLA on students' attitudes towards learning English from Neo et al. (2012). The questionnaire was based on the basic five elements of CLA, i.e. PI, IGA, GP, SIS, and FFPI. This questionnaire was designed to examine the attitudes of the learners towards CLA-based Cooperative Integrated Reading and Composition (CIRC) activities. The items that were selected from this questionnaire were as follows:

We assisted each other while solving problems during the session. I managed to depend on my members as they depend on me. I was able to find working cooperatively very motivating. The interaction with my peers helped improve my performance. We made effective decisions together as a group, and through working cooperatively in a group helped improve my communication skills (Gonzales & Torres, 2015, p. 86).

Lucha et al. (2015) also developed a questionnaire of 20 questions, in which 13 questions were positive and seven were negative, to examine the attitudes of EFL students towards CLA. The taken item of the questionnaire focused on social skills, e.g. "CLL develops students' interpersonal and social skills" (Lucha et al., 2015, p. 244). Their questionnaire's validity and reliability were not stated in their work.

The items that were selected for the challenges faced by ESL undergraduates in CLA in learning English and the views of ESL teachers about the challenges faced by their undergraduates in CLA in learning English were taken from past research. Abrami et al. (2004) introduced the Cooperative Learning Implementation Questionnaire (CLIQ), which contained 48 items on three categories of motivation: innovation perceived value, success expectancy, and perceived cost. Some important items were taken from this questionnaire reported as challenges on CLA:

Cooperative learning gives too much responsibility to the students. The physical set-up of my classroom is an obstacle to using cooperative learning. Cooperative learning places too much emphasis on developing students' social skills. It is impossible to evaluate students fairly when using cooperative learning. There is too little time available to prepare students to work effectively in groups. Using cooperative learning promotes friendship among students, and my students are resistant to working in cooperative groups (Abrami et al., 2004, p. 215).

Bronet (2008) investigated the attitudes and perception of students about CLA. This questionnaire consisted of Environment Scale, Learning Environment Inventory Classroom, and Classroom Life Instrument. Likewise, Duckworth (2010) conducted a study investigating the attitudes and achievements of Canadian students on CLA and group work. Bronet and Duckworth adopted questionnaires from SAGE. The SAGE questionnaire was developed by CSLP in Quebec, Canada. The items of the questionnaire were multiple choice questions on a five-point Likert scale. The following items dealing with challenges about CLA were taken into consideration:

My group members do not care about my feelings. I do not let the other students do most of the work. I do not feel working in groups is a waste of time. The work takes longer to complete when I work with other students. When I work in groups I want to be with my friends. When I work in groups I do not want to be with my friends. My group members do not respect my opinion. I find it hard to express my thoughts when I work in a group. I like the students I am assigned to work with. I do not like the students I am assigned to work with. My group members do not like me. I have to work with other students who are not as smart as I am. I am forced to work with students I do not like. when I work with other students we spend too much time talking about other things. I prefer to choose the students I work with and I do not prefer to choose the students I work with (Duckworth, 2010, pp. 91-93).

## Methodology

Good research is based on valid instruments that provide sound grounds for observing, measuring, and making sense of the studied problem for the researchers (Finch, 2021; Misieng et al., 2018). Different researchers worked and produced instruments as per their contexts, but sometimes those instruments did not work in other contexts. The researchers can adapt those instruments for the suitability of the aim and settings of the required research. Therefore, those existing instruments can be adapted as per the objectives and context of the research, and thus those instruments need to be validated (Finch, 2021; Misieng et al., 2018).

This investigation followed a survey-based method of quantitative research. The impartial nature of the method of quantitative research is used to produce precise and reliable findings from the gathered information (Creswell & Creswell, 2017). Additionally, quantifiable data assist investigators to

obtain concrete outcomes (Bryman, 2016; Tashakkori et al., 2020). It is asserted that the results obtained via statistical information through questionnaires are often used to get precise, in-depth, and comprehensive input from the study subject (Bryman, 2016; Creswell & Creswell, 2017).

### The process of questionnaire development

Meerah et al. (2012) introduced a model for the process of questionnaire development based on five phases. This model was applied in the present attempt (see Figure 1).

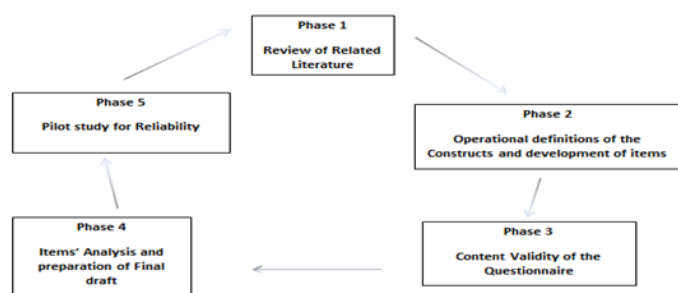


Figure 1: Phases for the questionnaire development process (Meerah et al., 2012).

#### Phase 1

The researchers reviewed extensive literature, and it was found that a number of questionnaires were developed in the past on CLA in learning English. But 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 some questionnaires were not validated. Most developed questionnaires emphasised the attitudes of students towards CLA instead of focusing on the basic five elements of CLA (PI, IGA, GP, SIS, and FFPI). The researchers could not find any questionnaire on the views of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. 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 (Johnson & Johnson, 2017; Laal & Laal, 2012).

#### Phase 2

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

- I. Views: ESL learners' opinions, ideas, and perceptions in CLA in learning English (Khan & Mansoor, 2020).
- II. CLA: a pedagogical approach in which the students learn and perform their tasks together in small groups to solve their problems or complete their tasks or achieve their objectives

in learning English (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).

- III. PI: an element of CLA in which the students individually and collectively work together to get their desired objectives in small groups (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).
- IV. IGA: an element of CLA in which the students work together to get their desired goals, and the whole group and every member of the group is accountable for contributing his/her task towards the mutual goals of a small group (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).
- V. GP: an element of CLA in which the students get full freedom for communication with one another to share their issues and problems, and eventually, they celebrate their collective accomplishments while working together in small groups (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).
- VI. SIS: an element of CLA in which the students work together to develop those skills that are necessary for communication, collaboration, teamwork, decision-making, problem-solving, and building trust in small groups (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).
- VII. FFPI: an element of CLA in which the students work together to facilitate the success of all members while sharing each other's resources in small groups. Learners assist, appreciate, and facilitate the efforts of group members to learn English (Johnson & Johnson, 1989, 2017; Khan & Mansoor, 2020).

The questionnaire 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 from the existing research for the questionnaires were selected. Then the selected items were adapted according to the ESL context. The items of various questionnaires were adapted from already existing questionnaires of CLA in learning English.

Table 1 and Table 2 show the selection and adaptation of questionnaire items. Table 1 shows the process of adapted items for the questionnaire of the views of ESL undergraduates on 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 (AIMashjari, 2013) that was partially modified to "working together with other students in the 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 1. Perceptions of ESL undergraduates in CLA in learning English.

Source	Original Items	Adapted Items (Undergraduates)	Category
(AlMashjari, 2013)	Group work gives me the chance to express my opinions and points of view.	<b>Working together with other students in the English class enables me to express opinions.</b>	Social Skills

Table 2 shows the similar process of adapted items of the questionnaire on the perceptions of ESL teachers about their undergraduates on CLA was unavailable; therefore, the researchers adapted the same items to examine the perceptions of ESL teachers about their undergraduates in 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, 2013) that was partially modified to "Working together with other students in the 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 perceptions of ESL teachers about their undergraduates.

Table 2. Perceptions of ESL teachers about their undergraduates in CLA in learning English.

Source	Original Items	Adapted Items (Teachers)	Category
(AlMashjari, 2013)	Group work gives me the chance to express my opinions.	<b>Working together with other students in the English class enables my students to express opinions.</b>	Social Skills

Similarly, Table 3 and Table 4 explain the process of the adapted items for the questionnaires on the challenges faced by ESL undergraduates in CLA and the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. Table 3 explains the procedure of 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" was changed to "When working together with other students", and the researchers added "I" so that the participants would take an interest in filling out the questionnaire personally.

Table 3. Challenges faced by ESL undergraduates in CLA in learning English.

Source	Original Items	Adapted Items (undergraduates)	Category
(Duckworth, 2010)	Group members do not show equal interest and motivation to do group work assignments.	<b>When working together with other students in the English class, I do not show equal interest.</b> <b>When working together with other students in the English class, I do not show equal motivation.</b>	Challenge + PI

Table 4 explains the process of adapted items on the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The same process was followed to adapt the items on the perceptions 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, the 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 4. Perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English.

Source	Original Items	Adapted Items (Teachers)	Category
(Duckworth, 2010)	Group members do not show equal interest and motivation to do group work assignments.	<b>When working together with other students in the English class, my students do not show equal interest.</b> <b>When working together with other students in the English class, my students do not show equal motivation.</b>	Challenge + PI

### Phase 3

The content validity of the questionnaires of CLA in learning English was determined. Content validity of the questionnaires depends upon the opinion of experts (Pamuk et al., 2015). A minimum of two experts is 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 on the basis of advanced qualifications, teaching experience, and skilled individuals with exposure to 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; Shanteau et al., 2002). University professors and teachers with ten to 15 years of teaching experience, or professors and teachers with relevant teaching experience of four to seven years are declared as experts (Akbari & Yazdanmehr, 2014; Berliner, 2001; Mullen, 2003). In this research, a specific criterion is used to select the experts on the basis of their teaching experience, knowledge in the relevant field, qualification, and subject matter. The experts must have a PhD degree in English Applied Linguistics with professional development; they must be English language professors with at least ten years of teaching English experience; they must have research publications in International Scientific Indexing (ISI)/SCOPUS journals to demonstrate expertise in their subject matters, and they must have the practical experience to implement innovative teaching methodologies in learning English. To validate the

research instruments, the researchers requested a panel of three senior English language Professors who earned their PhD degrees in English Applied Linguistics from prestigious universities with rigorous teaching experience of at least ten years to review the selected items of the questionnaires associated with the main constructs (Abu-Bader, 2021; Bryman, 2016; Fox et al., 2020). After a thorough review of the items of the questionnaires, the experts argued that the items of the questionnaires are easy, understandable, properly worded, and stated briefly, representing the main variables.

#### **Phase 4**

All the items of the questionnaires were again assessed by the English experts who recommended that the items of the CLA questionnaires should consist of a five-point Likert-scale format: 1 for Strongly Disagree=SD, 2 for Disagree=D, 3 for Neutral=N, 4 for Agree=A, and 5 for Strongly Agree=SA (Abu-Bader, 2021; Allen & Seaman, 2007; Brown, 2011). The final drafts of questionnaires consisted of the perceptions of ESL undergraduates in CLA (35 items), the perceptions of ESL teachers about their undergraduates in CLA (35 items), the challenges faced by ESL undergraduates in CLA (25 items), and the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA (25 items). Hence, all the questionnaires were finalised and approved for application.

#### **Phase 5**

60 ESL undergraduates and ten ESL teachers took part in piloting in the last phase. The results of the reliability of various questionnaires in CLA are stated in a later section.

#### **Research participants**

The participants in this pilot study were 60 ESL undergraduates enrolled in their 2nd semester of Bachelor of Science (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. The sample for the pilot study consisted of at least 10% participants from the overall sample of the research (Abu-Bader, 2021; Dörnyei & Taguchi, 2009; Eldridge et al., 2016; Machin et al., 2018). It is estimated that the actual study would involve 420 ESL undergraduates of the BS English programme and 35 ESL teachers from English departments of seven public universities in Pakistan.

#### **Data collection procedure**

The researchers sought permission from the Head of the English department to run a pilot study. Access was given to the researchers to conduct a pilot study with ESL teachers and ESL undergraduates as respondents. The data of the current research was collected from ESL teachers and undergraduates. Ten ESL teachers as respondents were

given written consent forms to participate in the pilot. Before signing the consent forms, the researchers clearly explained to them that their participation was voluntary and that the data would be used only for the stated purpose of the current research. The primary aim and objectives of the present attempt were also explained to the ESL teachers before filling out the questionnaires. Moreover, they were advised not to leave any items blank. After this process, they were requested to fill out two questionnaires: (1) on the perceptions of ESL teachers about their undergraduates in CLA and (2) the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. In the data collection procedure, the researchers probed ESL teachers to ask any queries regarding the items of the questionnaires. ESL teachers took approximately 15-20 minutes individually to complete the responses to the questionnaires. They returned ten complete questionnaires, and the researchers analysed those questionnaires.

The same procedure was adopted for ESL undergraduates, and data were collected from them through two questionnaires, i.e. on the perceptions of ESL undergraduates in CLA and the challenges faced by ESL undergraduates in CLA in learning English. ESL undergraduates took almost 20-25 minutes individually to complete the responses to the questionnaires. ESL undergraduates also returned complete questionnaires in all aspects and faced no difficulty in understanding the items of the questionnaires. In the end, the researchers analysed a total number of 60 complete questionnaires of ESL undergraduates.

The entire data was collected in a smooth and friendly environment. The response rates were stable for both ESL teachers and undergraduates. The participants showed great interest in the questionnaires and did not leave any items blank which illustrated that the total number of respondents clearly understood all the items. Therefore, the overall response rate was 100%. The participants did not provide suggestions to improve the questionnaires.

#### **Reliability of the questionnaires**

A questionnaire is considered reliable if it gives the same results (Abu-Bader, 2021; Tashakkori et al., 2020). The stable and constant results ensure the internal consistency of the questionnaires (Abu-Bader, 2021; DeVellis, 2012; Fox et al., 2020; Shuttleworth, 2015). The values of Cronbach's alpha vary from 0 to 1. A value of 0 means no reliability, and 1 ensures perfect reliability (Abu-Bader, 2021; Fox et al., 2020). It is noticed that some errors always happen. Therefore, the values of reliability never reach 1. If the value were 1, then it would be considered a random error. If the value of Cronbach 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 value exceeds .9, it shows excellent and high reliability. If it is less than .5, it would not be considered a reliable value (Abu-Bader, 2021; Arslan, 2020; DeVellis, 2012; Fox et al., 2020; Shuttleworth, 2015). Taherdoost (2016, 2019) supported the above-explained interpretation, with Cronbach Alpha as the most used reliability test for measuring the internal



consistency of a questionnaire.

## Analysis and discussion

The present research aimed at developing and validating the following questionnaires on the perceptions of ESL undergraduates in CLA, perceptions of ESL teachers about their undergraduates in CLA, the challenges faced by ESL undergraduates in CLA, and the perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English. The overall data were analysed via Cronbach Alpha to determine the internal consistency of the questionnaires (DeVellis, 2012; Singhal et al., 2020; Wagner, 2019).

### Perceptions of ESL undergraduates in CLA in learning English

Table 5 shows the reliability of the 35 items of the questionnaire on the perceptions of ESL undergraduates in CLA in learning English, and the value of Cronbach Alpha was reported .946, which showed high and excellent reliability of the questionnaire (Abu-Bader, 2021; DeVellis, 2012; Shuttleworth, 2015). 35 items were based on the basic five elements of CLA, which are mentioned below with reliability in Table 5. The findings are similar to Duckworth (2010), who found .93 reliability of the questionnaire on the perception of L1 learners towards cooperative learning. These findings are somewhat similar to Neo et al. (2012), who reported an overall .932 reliability of the questionnaire. The individual reliability of CLA elements such as PI (.822), IGA (.938), GP (.832), SIS (.948) and FFPI (.901) was reported higher than .6 on Cronbach Alpha. Therefore, the reliability of the present research is good to excellent and regarded as highly reliable.

Table 5. Reliability of a questionnaire on the perceptions of ESL undergraduates in CLA in learning English.

	Elements of CLA	Number of items	Cronbach Alpha	Reliability
1	PI	8	.822	Good
2	IGA	7	.938	Excellent
3	GP	6	.831	Good
4	SIS	6	.948	Excellent
5	FFPI	8	.901	Excellent
6	Total items	35	.946	Excellent

### Perceptions of ESL teachers about their undergraduates in CLA in learning English

Table 6 explained the reliability of the 35 items of the questionnaire on the perceptions of ESL teachers about their undergraduates in CLA in learning English, and the value of Cronbach Alpha was declared as .942, which showed excellent reliability of the questionnaire (Abu-Bader, 2021; DeVellis, 2012; Fox et al., 2020). The reliability of each element of CLA was also declared good to excellent such as PI (.932), IGA (.868), GP (.910), SIS (.940), and FFPI (.914). The results are similar to Chatterjee's (2015), who found .942 reliability of the questionnaire on the attitudes of L1 learners towards cooperative learning. Therefore, the reliability of the present research is excellent and regarded as highly reliable.

Table 6. Reliability of the questionnaire on the perceptions of ESL teachers about their undergraduates in CLA in learning English.

	Elements of CLA	Number of items	Cronbach Alpha	Reliability
1	PI	8	.932	Excellent
2	IGA	7	.868	Good
3	GP	6	.910	Excellent
4	SIS	6	.940	Excellent
5	FFPI	8	.914	Excellent
6	Total items	35	.942	Excellent

### Challenges faced by ESL undergraduates in CLA in learning English

Table 7 explained the reliability of the 25 items of the questionnaire on the challenges faced by ESL undergraduates in CLA in learning English, and the value of Cronbach Alpha was reported .841, which showed good reliability of the instrument (Abu-Bader, 2021; Arslan, 2020; Fox et al., 2020). The reliability of each element of CLA was also declared as acceptable and good with PI (.823), IGA (.784), GP (.807), SIS (.866), and FFPI (.845). The results are similar to those of Hover and Holland (2018) on L1 student resistance to CLA, and the reliability was found to be .912, which was highly reliable. Likewise, the current questionnaire on the challenges faced by ESL undergraduates in CLA in learning English is highly reliable in the ESL context.

Table 7. Reliability of the questionnaire on the challenges faced by ESL undergraduates in CLA in learning English.

	Elements of CLA	Number of items	Cronbach Alpha	Reliability
1	PI	5	.823	Good
2	IGA	5	.784	Acceptable
3	GP	5	.807	Good
4	SIS	5	.866	Good
5	FFPI	5	.845	Acceptable
6	Total items	25	.841	Good

### Perceptions of ESL teachers of the challenges faced by their undergraduates in CLA in learning English

Table 8 explained the reliability of 25 items of the questionnaire on the perceptions of ESL teachers of the challenges faced by their undergraduates in CLA in learning English, and the value of Cronbach Alpha was .747, which showed acceptable reliability of the instrument (Abu-Bader, 2021; Fox et al., 2020; Shuttleworth, 2015). The reliability of each element of CLA was also declared as acceptable and good, i.e. PI (.809), IGA (.718), GP (.746), SIS (.728), and FFPI (.715). The perceptions of ESL teachers about the challenges faced by their undergraduates in CLA in learning English are not investigated yet. Therefore, the items were modified from the questionnaire on the challenges faced by ESL undergraduates in CLA in learning English.

## Conclusion and recommendations

This research aimed at developing and validating the questionnaires on the perceptions of ESL undergraduates in CLA, perceptions of ESL teachers about their undergraduates in CLA, challenges faced by ESL undergraduates in CLA, and perceptions of ESL teachers about the challenges faced by

Table 8. Reliability of the questionnaire on the perceptions of ESL teachers of the challenges faced by their undergraduates in CLA in learning English.

	Elements of CLA	Number of items	Cronbach Alpha	Reliability
1	PI	5	.809	Good
2	IGA	5	.718	Acceptable
3	GP	5	.746	Acceptable
4	SIS	5	.728	Acceptable
5	FFPI	5	.715	Acceptable
6	Total items	25	.747	Acceptable

their undergraduates in CLA in learning English. The results of this research showed that all four questionnaires for ESL undergraduates and teachers were declared as highly reliable. The results of this study played a significant role to clear all the potential doubts and ambiguities for the data collection which might have occurred in the forthcoming research. Moreover, this study enabled the researchers to be familiar with the process of actual data collection. This research was deemed fit for the main purpose of conducting a pilot study because it was clearly stated that the development and validation process of questionnaires could be used to enhance the quality of actual research and researchers' experience (Fox et al., 2020). This study helped the researchers to cater for some hidden problems which could create problems for the actual research (Arslan, 2020). The developed and validated questionnaires of this study could be used for the actual research.

This study has certain limitations, too. First, the study was confined to ESL undergraduates of the BS program majoring in English and ESL teachers of the English department. Second, the sample size was restricted to 60 ESL undergraduates and ten ESL teachers. Third, the focus of the current research was the English department of a public university out of seven public universities. Fourth, the implied research approach was quantitative in nature. Fifth, questionnaires were adapted and validated for ESL undergraduates and teachers of the English departments of Pakistani public universities only. Sixth, Cronbach Alpha is applied to investigate the internal consistency/reliability of the items of questionnaires. Seventh, the focus of the questionnaires was on the perceptions of ESL undergraduates and teachers in CLA in learning English.

New researchers could get guidance and help with the validation process through this study (Abu-Bader, 2021). It also helps new researchers to understand the piloting process and its critical phases and steps to run actual research successfully. This research is particularly important because it guided the researchers about the feasibility, adequacy, required finance, and the appropriate usage of research tools for the actual research. This study would help to attract the stakeholders about the worth of actual research. Moreover, sociocultural theory (Holzman, 2016; Vygotsky, 1978, 1987, 1993, 2004) is applied in this research as a theoretical framework because learning is the outcome of holistic, active, practical, and continuous efforts. Collaboration and social interaction in small groups create an environment for learning English because learning a language is a sociocultural activity (Lantolf et al., 2018; Xu & Zhang, 2019), in which group members help each other

to construct knowledge in English classrooms. Therefore, the actual study is planned to expand the sociocultural theory to investigate the views of ESL undergraduates in CLA and their attitudes towards learning English. This study is also important because the adapted questionnaires are validated in a scientific way in the ESL context, and these four questionnaires can be validated in L1 and EFL contexts. CLA is highly acknowledged in various parts of the world as a leading learning-English approach. The researchers can validate the same questionnaires as per the contexts and aims of their research. Future scholars and investigators can apply the rest of the tests for measuring the internal consistency on the instruments like Test-retest, Inter-rater, parallel forms, and internal consistency reliability tests. New researchers can also use these questionnaires to measure the perceptions of ESL beginners, intermediate, and postgraduate students with their teachers. Therefore, new researchers can replicate this research on clusters of public and private universities in Pakistan except for Islamabad. New researchers can also conduct qualitative research through validated questionnaires.

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# Appendices

## Appendix 1: Questionnaires for ESL undergraduates.

### Section A: 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 B: Questionnaire on the perceptions of ESL undergraduates in CLA in learning English

For the next several items, please choose an option from SD to SA and encircle the option (O) against each statement to indicate how much do you agree or disagree.

Strongly Disagree=SD	Disagree=D	Neutral=N	Agree=A	Strongly Agree=SA
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For Example:

I like group work.	SD	D	N	<b>A</b>	SA
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	SD	D	N	A	SA
1. When working together with other students in the English class, I choose my group members.	SD	D	N	A	SA
2. When working together with other students in the English class, I am assigned to a group.	SD	D	N	A	SA
3. When working together with other students in the English class, I am assigned to a group of similar abilities.	SD	D	N	A	SA
4. When working together with other students in the English class, I am assigned to a group of mix abilities.	SD	D	N	A	SA
5. When working together with other students in the English class, I am assigned to group members seated near me.	SD	D	N	A	SA
6. Working together with other students in the English class enables me to express opinions.	SD	D	N	A	SA
7. Working together with other students in the English class enables me to argue.	SD	D	N	A	SA
8. Working together with other students in the English class enables me to debate.	SD	D	N	A	SA
9. Working together with other students in the English class enables me to negotiate.	SD	D	N	A	SA

10. Working together with other students in the English class enables me to ask questions.	SD	D	N	A	SA
11. Working together with other students in the English class enables me to make decisions.	SD	D	N	A	SA
12. Working together with other students in the English class enables me to think critically.	SD	D	N	A	SA
13. Working together with other students in the English class enables me to solve problems.	SD	D	N	A	SA
14. Working together with other students in the English class enhances my English listening proficiency.	SD	D	N	A	SA
15. Working together with other students in the English class enhances my English speaking proficiency.	SD	D	N	A	SA
16. Working together with other students in the English class enhances my English reading proficiency.	SD	D	N	A	SA

17. Working together with other students in the English class enhances my English writing proficiency.	SD	D	N	A	SA
18. Working together with other students in the English class enhances my communication skills.	SD	D	N	A	SA
19. Working together with other students in the English class enhances my team spirit.	SD	D	N	A	SA
20. Working together with other students in the English class creates a relaxed learning atmosphere.	SD	D	N	A	SA
21. Working together with other students in the English class reduces my anxiety.	SD	D	N	A	SA
22. Working together with other students in the English class reduces my fear.	SD	D	N	A	SA
23. Working together with other students in the English class enhances my interest.	SD	D	N	A	SA
24. Working together with other students in the English class enhances my motivation.	SD	D	N	A	SA
25. Working together with other students in the English class enhances my self-confidence.	SD	D	N	A	SA
26. When working together with other students in the English class, I want to be with my friends.	SD	D	N	A	SA
27. When working together with other students in the English class, I do not want to be with my friends.	SD	D	N	A	SA
28. Working together with other students in the English class enables me to help others.	SD	D	N	A	SA
29. Working together with other students in the English class enables others to help me.	SD	D	N	A	SA
30. Working together with other students in the English class enhances my connection with peers.	SD	D	N	A	SA
31. Working together with other students in the English class enables me to participate.	SD	D	N	A	SA
32. Working together with other students in the English class makes my learning of English easier.	SD	D	N	A	SA
33. Working together with other students in the English class enhances my ability to complete the tasks on time.	SD	D	N	A	SA

34. Working together with other students in the English class enhances my ability to do quality work.	SD	D	N	A	SA
35. Working together with other students in the English class enhances my performance in English assessments/tests.	SD	D	N	A	SA



**Section C: Questionnaire on the challenges faced by 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 enjoy learning English with my friends.	SD	D	N	<b>A</b>	SA
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	SD	D	N	A	SA
1. When working together with other students in the English class, I do not show equal motivation.	SD	D	N	A	SA
2. When working together with other students in the English class, I prefer not to participate.	SD	D	N	A	SA
3. When working together with other students in the English class, I do not respect other's opinions.	SD	D	N	A	SA
4. When working together with other students in the English class, I do not get enough opportunity to practise English.	SD	D	N	A	SA
5. When working together with other students in the English class, I find it difficult because of students with different personality styles.	SD	D	N	A	SA
6. When working together with other students in the English class, I end up doing most of the tasks.	SD	D	N	A	SA
7. When working together with other students in the English class, I find it difficult to share task related responsibilities.	SD	D	N	A	SA
8. When working together with other students in the English class, I	SD	D	N	A	SA

	SD	D	N	A	SA
9. When working together with other students in the English class, I do not like the students I am assigned to work with.	SD	D	N	A	SA
10. When working together with other students in the English class, I do not like to work with my friends.	SD	D	N	A	SA
11. When working together with other students in the English class, I do not like to work with those students who are not my friends.	SD	D	N	A	SA
12. When working together with other students in the English class, I find it difficult to work with students who are less knowledgeable than me.	SD	D	N	A	SA
13. When working together with other students in the English class, I underestimate other's ideas.	SD	D	N	A	SA
14. When working together with other students in the English class, I lack listening skills for effective communication.	SD	D	N	A	SA
15. When working together with other students in the English class, I lack speaking skills for effective communication.	SD	D	N	A	SA
16. When working together with other students in the English class, I lack reading skills for effective communication.	SD	D	N	A	SA
17. When working together with other students in the English class, I lack writing skills for effective communication.	SD	D	N	A	SA
18. When working together with other students in the English class, I find it difficult to understand the given task.	SD	D	N	A	SA
19. When working together with other students in the English class, I spend time talking about unrelated things.	SD	D	N	A	SA
20. When working together with other students in the English class, I find it difficult to concentrate on the tasks.	SD	D	N	A	SA
21. When working together with other students in the English class, I am unable to complete the tasks on	SD	D	N	A	SA

	SD	D	N	A	SA
22. When working together with other students in the English class, I find it difficult to work in a group of 3 to 5.	SD	D	N	A	SA
23. When working together with other students in the English class, I find it difficult to work in a group of 6 or more.	SD	D	N	A	SA
24. When working together with other students in the English class, the physical set-up of classroom is hindrance for me.	SD	D	N	A	SA
25. When working together with other students in the English class, I do not get the grade I deserve.	SD	D	N	A	SA

**Appendix 2: Questionnaires for ESL teachers.**

**Section A: Background Information**

Please tick (✓) the appropriate boxes.

- University Name:
 

<input type="checkbox"/> Allama Iqbal Open University	<input type="checkbox"/> Air University
<input type="checkbox"/> Islamic International University	<input type="checkbox"/> Bahria University
<input type="checkbox"/> Quaid-e-Azam University	<input type="checkbox"/> NUML
<input type="checkbox"/> Federal Urdu University of Arts, Science, & Technology	
- Gender:
 

<input type="checkbox"/> Male	<input type="checkbox"/> Female
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- Age in 2020:
 

<input type="checkbox"/> 25-30 years	<input type="checkbox"/> 31-35 years	<input type="checkbox"/> 36-40 years
<input type="checkbox"/> 41-45 years	<input type="checkbox"/> 46-50 years	<input type="checkbox"/> 51-55 years
<input type="checkbox"/> 56-60 years	<input type="checkbox"/> 61-65 years	<input type="checkbox"/> 66-70 years
- Qualification:
 

<input type="checkbox"/> M.A	<input type="checkbox"/> M.Phil	<input type="checkbox"/> PhD
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- Experience:
 

<input type="checkbox"/> 1-5	<input type="checkbox"/> 6-10	<input type="checkbox"/> 11-15
<input type="checkbox"/> 16-20	<input type="checkbox"/> 21-25	<input type="checkbox"/> 26-30

**Section B: Questionnaire on the perceptions of ESL teachers on their undergraduates in CLA 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
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For Example:

Working together with other students enables me to work in a group.	SD	D	N	<b>A</b>	SA
---	----	---	---	----------	----

	SD	D	N	A	SA
1. When working together with other students in the English class, my students choose their group members.	SD	D	N	A	SA
2. When working together with other students in the English class, I assign students in groups.	SD	D	N	A	SA
3. When working together with other students in the English class, I assign groups of similar	SD	D	N	A	SA

	SD	D	N	A	SA
4. When working together with other students in the English class, I assign groups of mix abilities.	SD	D	N	A	SA
5. When working together with other students in the English class, I assign group members seated near each other.	SD	D	N	A	SA
6. Working together with other students in the English class enables my students to express opinions.	SD	D	N	A	SA
7. Working together with other students in the English class enables my students to argue.	SD	D	N	A	SA
8. Working together with other students in the English class enables my students to debate.	SD	D	N	A	SA



9. Working together with other students in the English class enables my students to negotiate.	SD	D	N	A	SA
10. Working together with other students in the English class enables my students to ask questions.	SD	D	N	A	SA
11. Working together with other students in the English class enables my students to make decisions.	SD	D	N	A	SA
12. Working together with other students in the English class enables my students to think critically.	SD	D	N	A	SA
13. Working together with other students in the English class enables my students to solve problems.	SD	D	N	A	SA
14. Working together with other students in the English class enhances my students' listening proficiency.	SD	D	N	A	SA
15. Working together with other students in the English class enhances my students' English speaking proficiency.	SD	D	N	A	SA

16. Working together with other students in the English class enhances my students' English reading proficiency.	SD	D	N	A	SA
17. Working together with other students in the English class enhances my students' English writing proficiency.	SD	D	N	A	SA
18. Working together with other students in the English class enhances my students' communication skills.	SD	D	N	A	SA
19. Working together with other students in the English class enhances my students' team spirit.	SD	D	N	A	SA
20. Working together with other students in the English class creates relaxed learning atmosphere.	SD	D	N	A	SA
21. Working together with other students in the English class reduces my students' anxiety.	SD	D	N	A	SA
22. Working together with other students in the English class reduces my students' fear.	SD	D	N	A	SA
23. Working together with other students in the English class enhances my interest.	SD	D	N	A	SA
24. Working together with other students in the English class enhances my students' motivation.	SD	D	N	A	SA
25. Working together with other students in the English class enhances my students' self-confidence.	SD	D	N	A	SA
26. When working together with other students in the English class, my students want to be with their friends.	SD	D	N	A	SA
27. When working together with other students in the English class, my students do not want to be with their friends.	SD	D	N	A	SA
28. Working together with other students in the English class	SD	D	N	A	SA

enables my students to help each other.					
29. Working together with other students in the English class enables others to help my students.	SD	D	N	A	SA
30. Working together with other students in the English class enhances my students' connection with peers.	SD	D	N	A	SA
31. Working together with other students in the English class enables my students to participate.	SD	D	N	A	SA
32. Working together with other students in the English class makes my students' learning of English easier.	SD	D	N	A	SA
33. Working together with other students in the English class enhances my students' abilities to complete the tasks on time.	SD	D	N	A	SA
34. Working together with other students in the English class enhances my students' abilities to do quality work.	SD	D	N	A	SA
35. Working together with other students in the English class enhances my students' performance in English assessments/tests.	SD	D	N	A	SA

**Section C:** Questionnaire on the perceptions of ESL teachers on the challenges faced by their undergraduates in CLA 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
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For Example:

When working together with other students, my students do not show equal interest.	SD	D	N	<input checked="" type="radio"/> A	SA
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	SD	D	N	A	SA
1. When working together with other students in the English class, my students do not show equal motivation.	SD	D	N	A	SA
2. When working together with other students in the English class, my students prefer not to participate.	SD	D	N	A	SA
3. When working together with other students in the English class, my students do not respect each other's opinions.	SD	D	N	A	SA
4. When working together with other students in the English class, my students do not get enough opportunity to practise English.	SD	D	N	A	SA
5. When working together with other students in the English class, my students find it difficult because of students with different personality styles.	SD	D	N	A	SA
6. When working together with other students in the English class, some of my students end up doing most of the tasks.	SD	D	N	A	SA
7. When working together with other students in the English class, my students find it difficult to share task related responsibilities.	SD	D	N	A	SA
8. When working together with other students in the English class, my students become dependent on each other.	SD	D	N	A	SA
9. When working together with other students in the English class, my students do not like the students they are assigned to work with.	SD	D	N	A	SA

10. When working together with other students in the English class, my students do not like to work with their friends.	SD	D	N	A	SA
11. When working together with other students in the English class, my students do not like to work with those students who are not their friends.	SD	D	N	A	SA
12. When working together with other students in the English class, my students find it difficult to work with students who are less knowledgeable than them.	SD	D	N	A	SA
13. When working together with other students in the English class, my students underestimate each other's ideas.	SD	D	N	A	SA
14. When working together with other students in the English class, my students lack listening skills for effective communication.	SD	D	N	A	SA
15. When working together with other students in the English class, my students lack speaking skills for effective communication.	SD	D	N	A	SA
16. When working together with other students in the English class, my students lack reading skills for effective communication.	SD	D	N	A	SA
17. When working together with other students in the English class, my students lack writing skills for effective communication.	SD	D	N	A	SA
18. When working together with other students in the English class, I find it difficult to understand the given task.	SD	D	N	A	SA
19. When working together with other students in the English class, my students spend time talking about unrelated things.	SD	D	N	A	SA
20. When working together with other students in the English class, my students find it difficult to concentrate on the tasks.	SD	D	N	A	SA

21. When working together with other students in the English class, my students are unable to complete the tasks on time.	SD	D	N	A	SA
22. When working together with other students in the English class, my students find it difficult to work in in groups of 3 to 5.	SD	D	N	A	SA
23. When working together with other students in the English class, my students find it difficult to work in a group of 6 or more.	SD	D	N	A	SA
24. When working together with other students in the English class, the physical set-up of classroom is hindrance for my students.	SD	D	N	A	SA
25. When working together with other students in the English class, my students do not get the grades they deserve.	SD	D	N	A	SA

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