



The Impact of Group Work on Collaborative Learning Strategies among EFL University Students

Aisha Omran Salem Alghawash

University of Zawia, Abuissa College of Education, English Department, Zawia, Libya
Corresponding author email : a.alghawash@zu.edu.ly

Abstract

This study investigates the impact of group work on collaborative learning strategies among EFL university students at Abuissa College of Education. A total of 30 students participated by completing an online questionnaire designed to collect their opinions of group work, the strategies they employ during group activities, and the challenges they encounter. The findings reveal that students generally view group work positively, reporting that it motivates them, builds confidence, and provides greater opportunities to practice English. Collaborative strategies such as peer correction, sharing ideas, and negotiating meaning were frequently used, reflecting the value of peer interaction in language learning. However, some challenges were also identified, including unequal participation and dominance by stronger students. The results suggest that group work can be an effective pedagogical tool in EFL classrooms when structured carefully and supported by teacher guidance. The study concludes with recommendations for teachers, students, and curriculum designers, as well as suggestions for future research to further explore the role of group work in enhancing collaborative learning.

Keywords: *Group work, Collaborative learning strategies, EFL students, University education.*



1. Introduction

In recent decades, the teaching and learning of English as a Foreign Language (EFL) has increasingly emphasized learner-centered approaches that move beyond traditional teacher-fronted instruction. One of the most widely adopted methods in this regard is group work, which provides students with opportunities to engage in meaningful interaction, share ideas, and develop language skills in a collaborative environment. Group work is not only valued for its potential to enhance language proficiency, but also for its role in fostering collaborative learning strategies, skills such as negotiation, peer support, problem-solving, and collective responsibility, which are essential for academic success in higher education.

Collaborative learning strategies are especially important for EFL university students, who often face challenges in communication, self-expression, and confidence when using the target language. By working together in groups, learners are encouraged to take risks, support one another, and use the language for authentic purposes. Previous studies have shown that group work can lower anxiety, promote motivation, and create a more interactive learning environment. However, the actual impact of group work on the development of collaborative learning strategies remains underexplored in some local contexts, particularly in higher education institutions in developing countries.

Group work allows students to collaborate with their peers, share knowledge, and support one another in completing tasks. It creates a classroom atmosphere where communication is necessary and meaningful, rather than artificial. More importantly, it encourages the use of collaborative learning strategies such as negotiation of meaning, peer correction, turn-taking, and mutual assistance. These strategies not only help students improve their language skills but also prepare them for real-life situations where teamwork and communication are essential. In the context of EFL learning, collaborative strategies are particularly significant because they help reduce anxiety, increase motivation, and foster learner autonomy. Students who work together in groups are often more willing to take risks in using the language, as they feel supported by their peers. For teachers, group work provides valuable opportunities to observe students' interactions, identify areas of strength and weakness, and adjust instruction to better meet learners' needs.

2. Research Problem

In many EFL classrooms, teacher-centered instruction continues to dominate, often limiting opportunities for authentic communication and collaboration among learners (Richards & Rodgers, 2014). This lack of interaction can reduce students' confidence and hinder the development of communicative competence (Dörnyei & Murphey, 2003).

Group work has been widely recognized as an effective instructional approach that fosters interaction, peer support, and learner autonomy. It encourages students to negotiate meaning, share responsibility, and employ collaborative learning strategies such as peer correction and turn-taking (Johnson & Johnson, 2009; Oxford, 2017).



However, Gillies (2016) stated that the success of group work is context-dependent, and research shows that learners' perceptions and classroom culture significantly influence its outcomes.

In the local context of Abuissa College of Education, little is known about how EFL students perceive group work and its role in shaping collaborative strategies. Most studies have focused on Western or Asian contexts, with limited attention to Arab higher education (Al-Nofaie, 2010). Therefore, this study seeks to address this gap by investigating the impact of group work on collaborative learning strategies among 30 EFL students through a questionnaire survey.

3. Research Questions

This research aims to answer the following questions:

1. How do EFL university students at Abuissa College of Education perceive group work as part of their learning experience?
2. What collaborative learning strategies are most commonly used by students during group work?
3. What challenges do students face when participating in group work in EFL classrooms?

4. Objectives of the study

1. Examine students' perceptions of group work as a learning approach in EFL classrooms.
2. Identify the collaborative learning strategies most commonly used by students when working in groups.
3. Explore the challenges students face while engaging in group work.
4. Provide recommendations for enhancing the effectiveness of group work in EFL teaching and learning.

5. Significance of the Study

This study is important as it explores how group work supports collaborative learning strategies among EFL students at Abuissa College of Education, a context that has been under-researched (Al-Nofaie, 2010). The findings will benefit students by raising awareness of the value of group work, and teachers by offering insights into designing effective group activities that enhance communication and peer support. For curriculum developers, the study provides implications for integrating group work into language programs. More broadly, it contributes to the literature on learner-centered approaches in EFL higher education.

6. Literature Review

The literature review provides an overview of previous studies and theoretical perspectives relevant to the topic, offering a background that frames the present research.



6.1 Group Work in EFL Classrooms

Group work has been widely recognized as an effective instructional technique in second and foreign language learning, as it provides a dynamic alternative to traditional teacher-centered approaches. Rather than positioning the teacher as the sole source of knowledge, group work fosters a learner-centered environment in which students interact, collaborate, and construct knowledge together (Richards & Rodgers, 2014). Through this shift in classroom dynamics, learners are given increased opportunities to use the target language in meaningful and authentic contexts, which is essential for developing communicative competence.

In group settings, learners engage in active participation, which not only supports the practice of linguistic forms but also promotes deeper cognitive processing of language. Long (2015) highlights that such interaction enhances opportunities for the negotiation of meaning, where learners clarify, confirm, or reformulate their utterances, thus contributing to language acquisition. Furthermore, research suggests that group work can help reduce learners' affective barriers (Al-Nofaie, 2010). For example, when students collaborate in small groups, they often feel less pressure than in teacher-fronted activities, which lowers anxiety levels and creates a more supportive learning atmosphere (Dörnyei & Murphey, 2003). This, in turn, encourages more balanced participation among students, allowing quieter learners to contribute more actively while preventing more dominant voices from monopolizing the classroom discourse.

6.2 Collaborative Learning Strategies

Collaborative learning strategies refer to the techniques that students employ to support one another in the process of learning, thereby transforming the classroom into a shared space of knowledge construction rather than individual effort. These strategies often include peer correction, turn-taking, idea sharing, collective decision-making, and problem-solving as a group, all of which enable learners to assume active roles in their own and their peers' learning (Oxford, 2017).

By relying on one another, students develop a sense of interdependence that strengthens both their linguistic abilities and their social relationships. Research highlights that collaborative strategies extend beyond language acquisition to cultivate critical thinking, a stronger sense of responsibility, and essential social interaction skills (Gillies, 2016). In group-based tasks, learners are not only practicing linguistic forms but also negotiating meaning, evaluating perspectives, and co-constructing solutions—skills that are valuable within and outside the classroom. Within the EFL context, these strategies are particularly significant, as they provide learners with frequent opportunities to use English in authentic, goal-oriented communication. Instead of practicing isolated structures, students engage in purposeful exchanges that mirror real-life interaction. As Jacobs and Kimura (2013) emphasize, such collaborative approaches enable learners to pursue shared goals, fostering both linguistic proficiency and a spirit of cooperation that enriches the overall learning experience.



6.3 Theoretical Foundations

The use of group work and collaborative strategies in education is strongly supported by Vygotsky's sociocultural theory, which underscores the idea that learning is fundamentally a social process. According to Vygotsky (1978), knowledge is co-constructed through interaction with more capable peers or adults, a process that takes place within the Zone of Proximal Development (ZPD). In this framework, students benefit from guidance, scaffolding, and dialogue, enabling them to achieve tasks that would be beyond their individual capabilities. Lantolf and Thorne (2006) provided that group work becomes an effective means of situating learners in contexts where peer support and collaboration facilitate progress.

Building on this foundation, cooperative learning theorists such as Johnson and Johnson (2009) emphasize the significance of positive interdependence, the sense that group members rely on one another to achieve shared goals, and individual accountability, which ensures that each learner contributes actively and meaningfully to the group's success. Together, these elements ensure that group learning is not merely about dividing tasks but about creating structured interaction that enhances both academic achievement and social development (Gillies, 2016). These theoretical perspectives highlight that students do not learn solely from the teacher as an authority figure but also from dialogue, negotiation, and shared problem-solving with their peers, which deepens understanding and strengthens both linguistic and cognitive skills.

6.4 Empirical Studies on Group Work and Collaboration

Empirical research across a variety of educational contexts consistently confirms the benefits of group work in fostering collaborative learning and active engagement. For example, Gillies (2016) demonstrated that cooperative learning not only improved students' academic achievement but also enhanced their ability to engage in constructive social interaction, thereby reinforcing the dual academic and interpersonal goals of education. In the field of language learning, similar patterns have been observed. Alghamdi and Gillies (2013), in their study of EFL classrooms, reported that group work played a significant role in increasing learners' speaking fluency, motivation, and willingness to communicate, all of which are essential for second language acquisition. At the same time, research has also highlighted a number of challenges associated with group work. Unequal participation often emerges as a recurring issue, where some learners contribute actively while others remain passive. Likewise, stronger or more confident students may dominate the discussion, limiting opportunities for weaker learners to practice and benefit fully from the interaction. Cultural factors, including attitudes toward collaboration, peer correction, or gender dynamics, can also influence how group work is perceived and implemented (Al-Nofaie, 2010). These challenges suggest that the success of group work cannot be taken for granted. Rather, its effectiveness depends heavily on careful planning of tasks, explicit teacher guidance, and the cultivation of positive learner attitudes toward collaboration. When these conditions are met, group work becomes not just an instructional technique, but a powerful pedagogical strategy for both linguistic and personal development.



7. Methodology

7.1 Research Design

This study employed a quantitative descriptive design, using a structured questionnaire as the main tool for data collection. A quantitative approach was chosen because it allows researchers to gather measurable data from a specific group of participants and analyze it to identify trends and patterns (Creswell & Creswell, 2018). The use of a questionnaire is common in educational research as it is efficient, flexible, and suitable for gathering information on attitudes, perceptions, and strategies from a relatively large number of respondents (Dörnyei & Taguchi, 2010).

7.2 Participants

The data for this study were collected through an online questionnaire created with Google Forms. The questionnaire was distributed to 30 EFL university students enrolled at Abuissa College of Education. Participants were chosen through convenience sampling, as they were easily accessible and expressed willingness to take part (Etikan et al., 2016). Since Abuissa College admits only female students, the sample consisted entirely of female participants. Before accessing the questionnaire, the students were provided with a clear explanation of the purpose of the study, and their informed consent was obtained. Ethical guidelines were followed carefully: participants were assured of the confidentiality and anonymity of their responses, and their participation was completely voluntary.

7.3 Convenience Sampling

Convenience sampling is a non-probability sampling technique in which participants are selected based on their accessibility and willingness to participate. This method is commonly used in educational and social science research where time, resources, and access to participants are limited (Etikan et al., 2016).

Unlike probability sampling, which ensures that every member of a population has an equal chance of selection, convenience sampling relies on the researcher's judgment and the participants' availability, making it less rigorous in terms of representativeness (Creswell & Creswell, 2018). Despite these limitations, convenience sampling remains a practical approach, particularly in classroom-based or institution-based studies where the researcher has direct access to a group of participants. As such, it allows for the efficient collection of data promptly and is often considered suitable for exploratory research designs (Dörnyei, 2007). In this study, convenience sampling was employed because the participants were female EFL students enrolled in the English Department at Abuissa College of Education, were readily accessible and expressed willingness to contribute to the research.



7.3 Research Instrument

Data was collected using an online questionnaire, which was designed based on previous studies on group work and collaborative learning strategies (Gillies, 2016; Oxford, 2017). The questionnaire consisted of items measuring perceptions of group work, use of collaborative learning strategies (e.g., peer support, negotiation of meaning, turn-taking), and challenges faced in group activities.

A 5-point Likert scale ranging from *strongly disagree (1)* to *strongly agree (5)* was used for most items, as Likert scales are widely recognized for capturing attitudes and opinions in educational research (Cohen et al., 2018).

7.4 Data Collection Procedure

The questionnaire was distributed online using Google Forms, which allowed for easy access and completion by students. Participants were given one week to respond. The online format was chosen for its efficiency and accessibility, especially given the increasing reliance on digital tools in higher education (Bryman, 2016).

7.5 Data Analysis

The collected data was analyzed using descriptive statistics, including frequencies, percentages, and mean scores, to identify common trends in students' responses. Descriptive analysis is appropriate for small-scale studies such as this one, where the aim is to summarize and interpret patterns in participants' perceptions rather than to establish causal relationships (Mackey & Gass, 2016). Tables and charts were used to present the findings clearly.

8. Results

This section presents the findings of the questionnaire distributed to 30 EFL students at Abuissa College of Education. The results are organized according to the main focus of the study: (1) students' perceptions of group work, (2) collaborative learning strategies used during group activities, and (3) challenges encountered in group work. Descriptive statistics, including frequencies, percentages, and mean scores, were used to summarize the data.

8.1 Students' Perceptions of Group Work

The questionnaire findings indicated that the majority of students expressed positive attitudes toward group work. Most participants agreed that group activities increased their opportunities to practice English and improved their motivation to participate. A high percentage also reported that group work created a supportive environment that encouraged risk-taking and communication.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
Group work motivates me to learn English.	2	1	3	15	9	3.93
Group work gives me more chances to practice English.	1	1	4	14	10	4.07
I feel more confident when learning in a group.	2	2	5	13	8	3.73

Table 1. Students' perceptions of group work

The data in the table shows that students generally hold positive perceptions of group work in their EFL classes. For the first statement, "*Group work motivates me to learn English*", the majority of students either agreed (15) or strongly agreed (9), resulting in a relatively high mean score of 3.93. This indicates that group work plays a motivating role for most learners, although a small number of students (3) expressed disagreement.

Similarly, the second statement, "*Group work gives me more chances to practice English*", received the most favorable responses, with a mean score of 4.07. Nearly 80% of participants (24 out of 30) agreed or strongly agreed, suggesting that group activities are perceived as highly effective in creating opportunities for language use, which is consistent with findings from Richards and Rodgers (2014) that communicative tasks increase meaningful practice.

The third statement, "*I feel more confident when learning in a group*", also reflected positive attitudes, with a mean score of 3.73. While the majority of students (21) agreed or strongly agreed, a notable minority (4 students) disagreed, and 5 remained neutral. This indicates that while group work generally boosts confidence, some learners may still feel hesitant or overshadowed by peers, echoing Dörnyei and Murphey's (2003) observation that group dynamics can vary in impact depending on individual personalities and classroom culture. Overall, the results suggest that group work is effective in motivating students, increasing opportunities for practice, and improving confidence, though teachers should remain attentive to those who may not fully benefit from collaborative settings.

8.2 Collaborative Learning Strategies Used

Students reported frequent use of collaborative strategies during group tasks. Peer correction, sharing ideas, and negotiating meaning were among the most common practices. Many participants also indicated that group work helped them develop problem-solving skills and encouraged equal participation.



Strategy	Never	Rarely	Sometimes	Often	Always	Mean
I share ideas with my peers during group work.	0	1	6	12	11	4.10
I help correct my peers' mistakes.	1	2	7	13	7	3.80
I negotiate meaning when I don't understand something.	0	3	8	12	7	3.77
I take responsibility for completing group tasks.	0	2	5	14	9	4.00

Table 2. Collaborative learning strategies used by students

The results indicate that students frequently apply a variety of collaborative learning strategies during group work. The highest-rated strategy was “*I share ideas with my peers during group work*”, which received a mean score of 4.10. Almost all students reported using this strategy often or always, showing that group tasks encourage active idea exchange and peer interaction — a key factor in communicative learning (Oxford, 2017).

Taking responsibility for tasks also scored highly ($M = 4.00$), with 23 students stating they often or always fulfilled their part in group work. This finding reflects a sense of accountability and supports Johnson and Johnson’s (2009) emphasis on positive interdependence as essential for successful cooperative learning.

Peer correction ($M = 3.80$) and negotiation of meaning ($M = 3.77$) were also reported as commonly used strategies, though at slightly lower levels. While most students engaged in these practices, a few indicated that they used them only sometimes or rarely. This suggests that although learners benefit from collaborative strategies, some may lack confidence in correcting peers or clarifying misunderstandings, which may limit the full potential of group interaction (Gillies, 2016).

Overall, the data highlights that sharing ideas and taking responsibility are the strongest collaborative behaviors, while peer correction and negotiation of meaning require more encouragement and teacher support to ensure all learners benefit equally from group work.

8.3 Challenges Faced in Group Work

Although group work was generally viewed positively, students reported several challenges. Some participants felt that stronger students tended to dominate discussions, while others mentioned difficulties in coordinating tasks. A few students also expressed concerns about unequal participation.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
Some students dominate group discussions.	1	3	6	11	9	3.80
It is difficult to organize group tasks effectively.	2	4	8	10	6	3.40
Not all members participate equally.	0	2	7	12	9	3.93

Table 3. Challenges faced during group work

The data suggests that while group work is generally beneficial, students also experience notable challenges. The highest mean score was recorded for the statement “*Not all members participate equally*” ($M = 3.93$), with 21 students agreeing or strongly agreeing. This indicates that unequal participation is a significant issue, confirming findings by Al-Nofaie (2010), who noted that in some EFL contexts certain learners remain passive while others dominate tasks.

The statement “*Some students dominate group discussions*” also received a relatively high mean score of 3.80, with 20 students either agreeing or strongly agreeing. This result reflects concerns about imbalance in group dynamics, where stronger or more confident students may overshadow their peers. Such patterns are consistent with Dörnyei and Murphey’s (2003) observation that group work, if not carefully structured, can lead to unequal power relations and reduced opportunities for quieter learners.

Finally, the item “*It is difficult to organize group tasks effectively*” had the lowest mean (3.40), though still above neutral. While fewer students strongly agreed with this statement, 16 out of 30 indicated at least some difficulty in managing group tasks. This suggests that although students value collaboration, logistical and organizational issues can sometimes hinder smooth group functioning.

In summary, the findings show that unequal participation and dominance are the most pressing challenges in group work, while organizational difficulties remain a moderate concern. These results emphasize the need for teachers to design structured group activities, assign clear roles, and monitor interactions to ensure balanced contributions from all members.



8.4 Summary of Results

Overall, the results indicate that group work is perceived positively by EFL students at Abuissa College of Education. It enhances motivation, confidence, and opportunities to practice English, while also promoting the use of collaborative strategies such as peer correction, negotiation, and shared responsibility. However, challenges including dominance by certain members and unequal participation were also identified.

9. Discussion

The purpose of this study was to examine the impact of group work on collaborative learning strategies among EFL university students at Abuissa College of Education. The findings from the questionnaire survey revealed that students generally perceive group work as beneficial, that they actively employ collaborative strategies in group tasks, and that they also encounter challenges such as unequal participation.

9.1 Students' Positive Perceptions of Group Work

The results indicate that students strongly agreed that group work serves as a motivating factor in their English language learning, primarily because it offers more opportunities for meaningful language practice. This finding is consistent with previous research demonstrating that group work enhances learner engagement and promotes interactive, communicative classroom practices (Richards & Rodgers, 2014; Dörnyei & Murphey, 2003). By shifting the focus away from teacher-centered instruction, students are provided with authentic contexts in which to use the target language, thereby reinforcing both linguistic skills and learner autonomy.

In addition, students reported experiencing greater confidence when working in groups. This supports the argument that collaborative learning not only facilitates language development but also contributes to the affective dimension of learning. By reducing anxiety and creating a more supportive environment, group work encourages learners to take risks in language use, such as experimenting with new vocabulary and structures without fear of negative evaluation (Gillies, 2016). The sense of shared responsibility and peer support appears to create a learning atmosphere where students feel comfortable participating actively. Taken together, these findings confirm that group work should not be viewed merely as an instructional technique but also as an affective support mechanism that sustains motivation, lowers anxiety, and promotes participation. In this way, group work demonstrates both cognitive and emotional benefits, making it a valuable pedagogical strategy for EFL classrooms.

9.2 Use of Collaborative Learning Strategies

The study also revealed that students frequently engaged in a range of collaborative strategies, including sharing ideas, offering peer correction, negotiating meaning, and assuming responsibility for group tasks.



These practices resonate with Oxford's (2017) view that collaborative strategies constitute essential tools in language learning, as they enable learners to scaffold one another's understanding and collectively co-construct meaning during interaction. Such strategies not only enhance linguistic competence but also cultivate important skills of cooperation and accountability.

The findings further align with Vygotsky's (1978) sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD), which highlights the role of peer interaction in enabling learners to achieve more than they could independently. Through the processes of negotiating meaning and peer correction, students are not only practicing English in authentic communicative contexts but are also developing a stronger sense of autonomy and shared responsibility for their learning outcomes. Moreover, the results echo the insights of Jacobs and Kimura (2013), who argued that cooperative tasks encourage learners to participate more actively and engage more deeply with the target language. In this way, collaborative strategies emerge as a bridge between theory and practice, demonstrating that when learners are provided with structured opportunities to work together, they build not only their linguistic proficiency but also their confidence, independence, and social skills.

9.3 Challenges in Group Work

Despite these clear benefits, the study also revealed several challenges associated with group work, most notably the tendency for stronger or more confident students to dominate discussions and the resulting unequal participation among group members. These findings are consistent with earlier studies, which have noted that group-based activities can sometimes create imbalances in contribution and present difficulties in managing group dynamics effectively (Al-Nofaie, 2010; Johnson & Johnson, 2009). When participation becomes uneven, the intended benefits of collaboration, such as equal opportunities for practice and the development of shared responsibility, are diminished, leaving some learners less engaged or even marginalized within the group.

These challenges highlight the importance of careful structuring and explicit teacher facilitation in order to maximize the effectiveness of group work. Teachers must design tasks that promote interdependence and accountability while also ensuring that each student has a clear role to play in the learning process. As Dörnyei and Murphey (2003) emphasize, group dynamics are central to the success of cooperative learning. Without proactive teacher intervention, groups may fall into counterproductive patterns, such as dominance by certain individuals, off-task behavior, or passive participation. Therefore, the role of the teacher is not only to assign group tasks but also to actively monitor, support, and guide student interactions, helping learners develop the social and communicative skills needed to collaborate effectively.



9.4 Implications for EFL Teaching

Taken together, these findings indicate that group work plays a crucial role in promoting collaborative learning strategies within the EFL classroom. By providing opportunities for interaction, negotiation of meaning, and shared responsibility, group work fosters both linguistic development and important social skills. However, its overall effectiveness is not automatic; rather, it depends heavily on how group tasks are structured, facilitated, and monitored.

For Educational Colleges such as Abuissa College of Education, this implies that teachers can enhance learning outcomes by designing activities that distribute roles evenly among group members, ensuring that every student has a meaningful contribution to make. Incorporating practices such as reflective peer feedback can further deepen engagement and help students develop greater awareness of their learning processes. In addition, integrating accountability measures, such as assigning rotating roles, setting clear performance expectations, or using peer/self-assessment, can reduce common issues such as dominance by stronger students or passive participation.

By carefully balancing support and structure, teachers can maximize the pedagogical and affective benefits of group work while minimizing its potential challenges. In this way, group work becomes not only a classroom activity but a strategic approach to fostering motivation, participation, and collaborative competence in EFL university contexts.

10. Conclusion

This study investigated the impact of group work on collaborative learning strategies among 30 EFL university students at Abuissa College of Education through a questionnaire survey. The findings revealed that students generally hold positive perceptions of group work, considering it a motivating and confidence-building activity that enhances opportunities to practice English in authentic contexts. In addition, participants reported frequent use of collaborative strategies, such as sharing ideas, providing peer correction, and negotiating meaning, which confirms the central role of peer interaction in supporting language development and learner autonomy.

At the same time, the study identified important challenges, including dominance by stronger students and unequal participation, both of which can diminish the effectiveness of group tasks. These results underscore that the benefits of group work are not automatic; rather, they depend on how carefully activities are structured, facilitated, and monitored within the classroom.

In conclusion, the study affirms that group work is a powerful pedagogical tool for promoting collaborative learning in EFL classrooms. When supported by thoughtful task design, balanced role distribution, and active teacher facilitation, group work can maximize student engagement, reduce anxiety, and foster both linguistic and social growth. Conversely, neglecting issues of group dynamics may limit its potential impact. Thus, for institutions like Abuissa College of Education, the effective implementation of group work requires ongoing attention to classroom interaction, accountability, and learner support.



11. Recommendations

Based on the findings of this study, several recommendations can be made for improving the effectiveness of group work in EFL classrooms. Teachers are encouraged to design structured group activities that assign clear roles to each student, ensuring equal participation and minimizing dominance by stronger members. They should also actively monitor group dynamics, guiding quieter students to contribute and promoting balanced interaction. At the same time, students are advised to take greater responsibility for their own learning by engaging actively in group discussions, practicing collaborative strategies such as peer correction and negotiation of meaning, and supporting their peers in completing shared tasks. Curriculum designers and administrators may also consider integrating group work more systematically into EFL courses, while providing professional development opportunities for teachers on managing collaborative learning. Finally, future research is recommended to explore group work with larger samples and mixed-method approaches, such as classroom observations and interviews, in order to gain deeper insights into its impact on language proficiency and learner autonomy.

Appendix A

Questionnaire: The Impact of Group Work on Collaborative Learning Strategies

Please indicate your opinion for each statement by ticking (✓) the appropriate box.

Scale:

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

No.	Statement	1	2	3	4	5
Section A: Perceptions of Group Work						
1	Group work motivates me to learn English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Group work gives me more opportunities to practice English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I feel more confident when learning in a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Group work helps me enjoy learning English more.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



No.	Statement	1	2	3	4	5
Section B: Collaborative Learning Strategies						
5	I share my ideas with peers during group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I help correct my peers' mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I ask my peers for help when I do not understand something.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I negotiate meaning with peers when there is confusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I take responsibility for completing my part of group tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I encourage all group members to participate actively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Section C: Challenges in Group Work						
11	Some students dominate group discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Not all members participate equally in group tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	It is difficult to organize and complete tasks in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Working in groups sometimes causes conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



References

- Alghamdi, R., & Gillies, R. M. (2013). The impact of cooperative learning in comparison to traditional learning (small groups) on EFL learners' outcomes when learning English as a foreign language. *Asian Social Science*, 9(13), 19–27. <https://doi.org/10.5539/ass.v9n13p19>
- Al-Nofaie, H. (2010). The attitudes of teachers and students towards using Arabic in EFL classrooms in Saudi Arabia. *Novitas-ROYAL (Research on Youth and Language)*, 4(1), 64–95.
- Bryman, A. (2016). *Social research methods* (5th ed.). Oxford University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Dörnyei, Z., & Murphey, T. (2003). *Group dynamics in the language classroom*. Cambridge University Press.
- Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1–4. <https://doi.org/10.11648/j.ajtas.20160501.11>
- Gillies, R. M. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39–54. <https://doi.org/10.14221/ajte.2016v41n3.3>
- Jacobs, G. M., & Kimura, H. (2013). *Cooperative learning and teaching*. Routledge.
- Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365–379. <https://doi.org/10.3102/0013189X09339057>



Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.

Long, M. H. (2015). *Second language acquisition and task-based language teaching*. Wiley Blackwell.

Mackey, A., & Gass, S. M. (2016). *Second language research: Methodology and design* (2nd ed.). Routledge.

Oxford, R. L. (2017). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.). Routledge.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.