



Exploring EFL Teachers' Perspectives on Collaborative Learning Activities in Senior High School Contexts

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Abstract

In this global age, it is of critical importance for future workforces to possess both higher intellectual and social competencies crucially sustaining their careers. In accord with this fact, second language educators engaging in worldwide second language learning circumstances have taken a critical stance to promote collaborative learning activities earlier in senior high school contexts to maximize these future generations' potentials in terms of problem-solving, critical thinking, social, and conflict resolution skills. This was a qualitative study conducted in a narrative way to decipher the observed recurring phenomenon accurately based on people's stories and experiences. Open-ended interviews were also utilized in this study to obtain more natural and authentic portrayals regarding the stories told by participants. 2 EFL teachers having different expertise and experiences in running collaborative learning activities in distinctive Senior High School Contexts were also involved in this study to yield richer and reliable results out of the data gathered. The study revealed that collaborative learning activities will run more efficiently when supportive learning assistances are extensively addressed and a higher degree of reverence occurred among diverse group members.

Keywords:

EFL Teachers' Perspectives, Collaborative Learning Activities, Senior High School Contexts

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INTRODUCTION

In this modern age, there has been a gradual shift in second language teaching-learning landscapes demanding EFL learners not merely possess a higher level of competencies, knowledge, and mastery on the target language skills, yet collaborate well with others to accomplish any kinds of possible shortcomings, obstacles, and challenges later they discover in the future working circumstances. For this reason, it is pivotal for language teachers to promote more student-centered learning practices in which EFL learners can potentially cultivate their collaborative skills intensely. Having defined this as one of the indispensable skills need to be inculcated in this 21st century, it is also interesting to align this argument with the assertion on the crucial role of collaborative learning propounded by Lai and Viering (2012). They argued that EFL learners are commissioned to not only excel academically but also behaviorally by establishing high-quality collaborations with other working counterparts later. Suto (2013) also mentions that one of the most paramount skills in the 21st-century era is collaboration, because, unlike most works in the 20th century insisting on individual capacity, works in the 21st century require team works to accomplish (Pardede, 2020). Thus, by investing this skill earlier in EFL learners' academic lives, we as language teachers are also conscientiously preparing them to be more adaptable professionals in the future. Through collaborative learning practices, EFL learners will be able to obtain various advantages beneficial for their future working fields namely becoming critical thinkers, being effective problem-solvers, possessing enticing presentation skills, improving their social skills, and knowing how to cope with possible conflicts (see Johnson and Johnson, 2009).

In line with all aforementioned advantages, collaborative learning refers to learners' capabilities of working together with other learning counterparts in groups to enrich each other's learning perspectives and reach their learning objectives fully as a learning team. Johnson and Johnson (1999) state that in collaborative learning, learners are demanded to establish positive social interdependence, stronger commitment, and more obvious goals to support others' learning progresses to attain desired learning objectives. To maximize the utilization of collaborative learning in EFL higher educational contexts, in this case, EFL Senior High School contexts, language teachers need to be more selective, judicious, and critical in selecting a set of collaborative learning activities to suit their classroom circumstances to assist their learners to be more cognitively and socially competent simultaneously. Contrary to this contention, Baker and Clark (2010) discovered that language teachers even they have constructed a wide array of collaborative learning activities for their learners appropriately, these learners frequently are not able to collaborate well with other learning members since their learning proficiency, genders, and competencies are divergent with each other. There are also various possible impediments for language teachers when implementing collaborative learning activities for EFL Senior High School students by considering that they are still in the developing stages of emotions, personal identities, and actual self-characteristics, teachers can easily discover these students will not be able to collaborate well with others due to various reasons alike adequate contributions among learning members (see Freeman, Greenacre, and Donald, 2013) and the drawbacks of communication among learners (see Li and

Campbell, 2008). In a similar vein, language teachers also encounter serious issues when applying collaborative learning activities in their classroom contexts since these learning dynamics are time-consuming, energy-draining, and painstaking processes that require a higher degree of commitment, effort, persistence, and solid team-works consistently. This argument is in agreement with the long-lengthy process in managing collaborative learning activities proposed by Gillies and Boyle (2010). They confessed that language teachers frequently face acute obstructions in determining group tasks, formations, and appropriate learning time when attempting to promote collaborative learning activities. Leeuwen, Janssen, Erkens, and Brekelmans (2013) also state that language teachers also encounter serious hurdles in encouraging learners to be more proactive participants in their groups and monitoring their whole collaborative learning processes.

All of these above-mentioned collaborative learning issues are not without solutions. Therefore, The first action that needs to be done by language teachers to enable all learners to foster their collaborative competencies is to change their individual to become a socialized person. This significant shift means language teachers need to constantly impart to learners that mutual social interactions are crucial to enable them to potentially interchange a wide array of information with others, create more meaningful discussions, reinforce their ongoing learning development, identify specific misconceptions, and connect their prior and existing knowledge. These positive impacts of collaborative learning are closely interlinked with the possible rejuvenation of collaborative learning activities proffered by (Webb, 2009 as cited in Gillies and Boyle, 2010). He believed that through proactive knowledge structuring, positive social interdependence, and fruitful discussions, learners will be able to concurrently be more proficient and compassionate academicians. After successfully adapting these collaborative learning activities into more conducive second language classroom practices, the teachers can prevent inadequate participation among the formed group learning members by dividing learners into small groups. In EFL Senior High School Contexts, it is believed that small collaborative learning groups will potentially maximize all learning members' participation since their social interactions will be more intimate compared to those working in bigger groups. Johnson and Carla (2007) believe that smaller collaborative learning groups will prompt learners to create more positive interactions with other learning companions. However, smaller groups are not adequate to sustain the implementations of collaborative learning since heterogeneous collaborative learning groups should also be formulated at the onset of the learning dynamics. The major reason for this mixed-group formation is to scaffold other learning members who are still in their developing learning processes, promote creative thinking, and ascertain adequate participation among them. These underlying reasons are tightly interwoven with the arguments provoked by Woolley et al., (2015). They argued that a collaborative learning group consisting of skillful and developing learners can work mutually and develop positive rapports among them since they view that an effective interplay between their distinctive competencies, perspectives, and proficiency will provide a trajectory to reach some specific learning objectives. In a similar tune, Kozhevnikov et al., (2014) also acknowledge that mixed-ability groups also allow various

rooms for improvements for both more capable and efflorescent learning members since the given tasks generally require their more in-depth along with creative thoughts for successful accomplishments. The last important action that needs to be carried out by language teachers who are attempting to promote collaborative learning activities in their classroom vicinities is to promote more challenging, yet moderate levels of group learning tasks. Specifically, these types of tasks will potentially activate learners' curiosity, cultivate more intensive social interactions, and breed effective problem-solvers. Gillies (2014) believes that open-ended group tasks requiring learners to accomplish them in such a unique manner will improve their self-awareness to exchange their current perspectives socially with others, confidently solve various learning problems as a united group, and stimulate their learning endeavor to work in their groups continuously.

There were five current studies of collaborative learning conducted in distinctive second language areas. All of these five studies have successfully broken a fruitful ground of knowledge deployment for global second language teachers, practitioners, and experts planning to internalize collaborative learning activities in their specific classroom surroundings with a better purpose. The first study was conducted by Le, Janssen, and Wubbels (2018). They discovered that Asian EFL learners are often lacking collaborative skills since free-riding and underestimation among group members frequently occurred in these heterogeneous collaborative groups. As a result, they suggested language teachers constantly accompanying learners to foster their collaborative competencies by defining clearer learning objectives, establishing stricter rules for misbehavior students, and monitoring the whole groups' social interactions. In the second study, Almajed, Skinner, Peterson, and Winning (2016) also found that University students were able to experience more mutual collaborations with others as long as they worked together in diverse ethnical groups, their thinking processes are being facilitated by teachers, and overcome various upcoming group conflicts. Scager, Boonstra, Peeters, Vulperhost, and Wiegant (2016) also noted significant improvements of EFL learners' target language competencies in collaborative learning activities due to the captivating and challenging learning tasks urging them to shoulder a higher degree of learning responsibility as professional individuals in groups and work hand-in-hand to reach their determined learning objectives by accomplishing every given task. Jacob, Renandya, and Power (2016) in their book entitled "*Simple, Powerful Strategies for Student-Centered Learning*" believe that collaborative learning skills when they are well-planned and integrated accordingly by language teachers can increase EFL learners' learning autonomy. Lastly, Child and Shaw (2016) found that real-world collaborative learning assessments should be integrated more extensively by language teachers to make EFL learners readily confront similar situations and conditions demanding their collaborative competencies in the future working worlds. Despite all of the positive influences promoted by these studies, to the best of the researcher's current knowledge, there has been a dearth of more exhaustive investigations on the role of collaborative learning activities in EFL Senior High School contexts, specifically in Indonesia Learning contexts. Thereafter, this small-scale qualitative study was run to probe a more profound exploration of EFL teachers' perspectives on collaborative learning activities in Senior High School contexts.

Concerning this objectivity, one research problem was framed to provide a clearer pathway in this study namely: How do EFL teachers consider the role of collaborative learning activities in Senior High School contexts?

LITERATURE REVIEW

This section predominantly put more concern on further theoretical frameworks underlying major issues for second language teachers and learners in incorporating collaborative learning activities in Senior High School contexts. Thus, the first theoretical review denotes with main issues EFL learners face in enduring collaborative learning activities. While the later concerns mostly on common challenges language teachers encounter while implementing collaborative learning activities in their specific EFL classroom vicinities.

What are the major issues frequently encountered by EFL learners while enduring collaborative learning activities?

As previously mentioned, prior studies have already evinced that there were plenty of issues faced by EFL learners when participating in collaborative learning activities. For the theoretical underpinnings, the researcher intended to mention some relevant studies in accord with the first theme in this section. The first study was conducted by Barron, Pea, and Engle (2013). They discovered that primary school students engaging in collaborative learning activities did not completely know how to allocate their tasks adequately among group members as a result of their lower coordination. To a lesser extent, he also found that these students did not address a higher degree of reverence to others' opinions, committed doing disruptive behaviors when their learning peers were speaking, and avoid problem-solving tasks. In a different, yet the similar stream of study, Ross, Spencer, Blatz, and Restorick (2008) also revealed that primary, secondary, and high school students were not capable enough to explicate and exemplify various conceptions to their learning companions. As a consequence, there was a high discrepancy between the information-givers and information receivers resulted in dispiriting and frustrating collaborative learning events. In another study, Popov, Noroozi, Biemans, and Mulder (2012) found that the lack of good communication skills also brought about another negative effect on collaborative learning activities among Master students. All in all, these aforementioned studies aim to suggest that the root of the collaborative issue is not merely affected by the lack of communication competencies but also collaborative skills itself. Thus, further studies of relevant variables concerning specific collaborative learning skills need to be taken as one of the most important considerations for the successive development of this 21st-century life competency.

What are the specific hurdles EFL teachers faced in incorporating collaborative learning activities?

In their prior studies, Chiriac and Granström (2012) together with Hämäläinen and Vähäsantanen (2011) discovered that EFL teachers generally encountered two major issues while implementing collaborative learning activities in second language classroom circumstances namely the ongoing processes of collaborative learning activities and collaborative learning assessments appropriate with learners' learning needs. In constructing collaborative learning activities, EFL teachers are often demarcated with the time limitations formed in the learning processes, unable to monitor the whole groups' interactions thoroughly, allocate adequate time for the group works, and elevate learners' motivation to have more mutual collaboration with others (see Gillies and Boyle, 2010). Another peril effected by underprepared collaborative learning activities is free-riding activities wherein group learners are struggling intensely to accomplish various challenging learning tasks without being supervised by teachers should act as supportive learning facilitators, encouragers, and learning companions for their learners (see Ruys, Van Keer, and Aelterman, 2012). Regarding the highlighted issues on collaborative learning assessments, EFL teachers are also frequently impeded by major issues alike designing relevant collaborative learning assessments correspond to desired learners' progress and achievements (see Hei, Strijbos, Sjoer, and Admiraal, 2015), lacking competencies to determine righteous indicators to assess learners' collaborative learning competencies (see Chiriac and Granstrom, 2012), and generating poor collaborative learning assessments' indicators yielding disappointment, frustration, and discontent on learners' sides (see Strom and Strom, 2013). Despite the deployment of these various collaborative learning issues, previous studies have not identified other profound obstructions generating those aforementioned issues. Concerning this particular shortcoming, this current study is conducted to investigate EFL teachers' perspectives on collaborative learning activities in Senior High School contexts to offer renewable notions and other optional approaches concerning successful implementations of this learning activity for the betterment of EFL higher educational learning ventures.

METHOD

This is a qualitative study aimed to explore EFL teachers' perspectives on collaborative learning activities in Senior High School contexts. Deveci and Onder (2013) state that the main purpose of a qualitative study is to obtain more obvious depictions regarding the observed phenomena. By adopting the principles of narrative inquiry, the researcher distributed 5 open-ended reflective questions concerning 2 invited EFL teachers' perspectives of further utilization of collaborative learning activities in their particular classroom circumstances. Ary et al., (2018) mention that open-ended interviews are beneficial to attain more valid verbal data from the participants since their depictions of specific phenomena will sound more natural and authentic. To run this study successfully, two EFL teachers working in distinctive senior high schools were invited to participate in the open-ended interview activities. The first teacher has ever experienced teaching adult EFL learners in Public Vocational High School 2,

Yogyakarta as one of the compulsory teaching courses to graduate from the English Education Study Program called practice teaching. Through nearly 4-month teaching practices in this higher school context, the first teacher confessed the crucial role of collaborative learning activities to be incorporated earlier in adult EFL learners' learning rides to be able to hone their target language competencies, social skills, self-awareness towards others, and critical thinking in such an enjoyable and fruitful learning group encounters. The second participant in this study has also gained long-term teaching experiences in De Brito Senior High School, Yogyakarta for 25 years. In the light of his perspective, collaborative learning activities can potentially promote more holistic learning experiences for all learners for they are commissioned to walk together to accomplish various learning tasks completely and be more committed to obtaining desired learning goals. The underlying reason for inviting 2 EFL teachers possessing distinctive teaching experiences in two Senior High School Contexts characterized by unique customs, cultures, and educational management is to obtain more profound portrayals regarding the implementations of collaborative learning activities in various second language learning contexts. In accord with this objectivity, the researcher felt assured that each unique, brand-new, and specific perspectives addressed by these two participants will shed new light on further utilization of collaborative learning activities in EFL higher educational contexts, and more specifically, for current educational ventures happened to take place in Senior High School vicinities.

FINDINGS AND DISCUSSION

This part attempted to provide clearer delineations toward one major research problem proposed in this study namely how do EFL teachers consider the role of collaborative learning activities in Senior High School contexts? Thus, the current findings will be corroborated by prior theories and findings restating the crucial role of collaborative learning in EFL classroom contexts together with excerpts taken from 2 EFL teachers experiencing the outcomes of collaborative learning activities in their classroom circumstances. In line with this objectivity, two themes arose from this study namely: (a) EFL Teachers need to be more supportive learning partners for their learners and (b). The importance of incorporating holistic, humanistic, and social values in the face of the group's diversity.

(A) Finding 1: EFL Teachers Need to be More Supportive Learning Partners for Their Learners

As noted previously, in collaborative learning activities, learners are required to engage more exhaustively in such an intensive thinking process to enable them to attain a wide array of ubiquitous information more obviously and readily impart them to support other learning counterparts' learning. This nature of collaborative learning activities is aligned with the theory of positive social interdependence propounded by Linton, Farmer, and Peterson (2014). They argued that more profound and challenging collaborative learning activities need to be incorporated to breed more critical thinkers who are capable of enriching others' perspectives. For this reason, collaborative learning activities are

advised to be implemented earlier in Senior High School contexts to address more tangible learning virtues for learners in enhancing their both cognitive and social competencies concurrently. Linton, Farmer, and Peterson (2014) concurred that through the precise implementation of collaborative learning activities, learners will not merely be more proficient academic members but also outgoing social beings mentally prepared to confront varied working world challenges in the future. This first positive outcome of collaborative learning activities is akin to the finding taken from the interviewee's excerpt as can be discerned forthwith:

[I believe that students will flourish and expand their knowledge if they are provided social interaction activity in the classroom. Students could share their perspective on a certain issue. Moreover, students could also hone their soft skills such as giving opinion and responding to it, delivering their agreement.]

Coupled with the advantageous value offered by collaborative learning activities in EFL Senior High School Contexts, the role of this learning activity designer cannot merely be overlooked. While performing collaborative learning activities, EFL teachers have to play their rejuvenated roles as motivators, facilitators, counselors, and attentive listeners in the presence of diverse learners to successfully activate their learning responsibility, infuse equal group participation, and sustain a long-term harmonization in the form of student-oriented learning. This contention is consistent with the theory of transformative teachers' roles in collaborative learning proposed by Deci and Ryan (2000). They believed that when teachers have already imparted readily-made answers for a group of learners, they will not be motivated to shoulder a higher degree of responsibility to accomplish given learning tasks as solid group members. As a corollary, their collective learning autonomy is stifled and resulted in dispiriting and unproductive collaborative learning events. To effectively run more meaningful collaborative learning activities, it is also worthwhile to be suggested that teachers should not continuously observe each group's group learning dynamics for they will experience such an insecure learning vicinity demanding them to strictly exhibit exact collaborative labors as required. Rather, teachers are instructed to provide clearer collaborative learning instructions at the commencement of learning activities for their learners, assign hands-on learning tasks in which learners can grasp more fruitful learning outcomes, and conduct more constructive learning evaluations at the end of group learning activities. All of these aforementioned strategies concur with the finding of a profound overview of collaborative learning activities discovered by Baker (2015). He mentioned that EFL teachers' roles have totally been shifted in collaborative learning since they position themselves as decent instructors, facilitators, encouragers, advisors, leaders for their learners to more fully and meaningfully engage in designed group work dynamics. Further, it is of notable importance to juxtapose all of these explanatory designs of righteous collaborative learning activities with one of the interviewee's excerpts as follow:

[I think the main factor comes from teachers. Teachers have to always encourage and engage students in collaborative learning activities by creating supportive

environment. For EFL students, sometimes they are afraid of being observed by teachers. Teachers must join the collaborative activity so that the students do not feel that they are being observed. It is actually difficult to apply collaborative learning to Indonesian students as they are not accustomed to collaborative learning. But I think by providing supportive environment and diverse collaborative learning activity, collaborative learning method could run smoothly. However, teachers have to be prepare as well for the unpredictable issues.]

To run more efficient collaborative learning activities does not always come with positive outcomes, yet some challenging and thorny issues potentially hindering the effectiveness of this learning dynamic should be fully acknowledged. At the foremost, EFL teachers frequently discovered inactive, taciturn, and uncooperative learners while monitoring the group members' dynamics. This fact denotes that the majority of EFL learners, particularly in higher educational settings, are not clearly instructed, and even fully rehearsed with collaborative learning competencies indispensable for their current group learning activities. Thus, EFL teachers are suggested to enact stricter classroom rules for learners who reluctantly give their significant contributions to their groups and show a paramount explication that positive rapports among group members have to be preserved constantly unless mutual interactions will be absent and learning breakdowns are experienced by all learners. The proposed solutions given by the researcher are congruent with the findings revealed by Scager, Boonstra, Peeters, Vulperhost, and Wiegant (2016) in the extensive study of evoking positive social interdependence in a higher educational context through collaborative learning. They specifically noted that EFL learners having established more intimate and positive relationships with other companions will be better in understanding particular challenging subject matters, amend prior misleading perspectives, and create more potent interplays between their prior along with existing knowledge. From this finding, it can be fairly putative to reiterate that positive social interdependence among group members when nurturing consecutively may promote gigantic positive learning influences for all participated learners for more enjoyable learning dynamics occur persistently and a robust trust was overlapping among their ongoing group discussions. Acknowledging the pivotal role of positive social interdependence cannot be detached from their theory of mutual group learning relationships postulated by Johnson and Johnson (2009). They strongly surmised that positive social interdependence is the core engine of successful running of collaborative learning activities since all learners will transform into more proactive, mutual, and socialized influencers responsible for each other member's learning growth and the accomplishment of given learning tasks. Further excerpts obtained from the first interviewee also confessed the importance of structuring more positive social interdependence through collaborative learning activities:

[When some students do not want to be active participants in their groups, lower scores will be their final consequences.]

[I found challenges and difficulties in applying collaborative learning activities. Students are afraid of collaborative learning and tend to be passive. Therefore, I have to make pleasant learning environment. I have to be their friend. In addition, positive relationships between them should also be transplanted since students are enjoyed working with their peers without discriminate others, more confident in delivering their ideas.]

[Even though I found challenges and difficulties in applying collaborative learning activities. Students usually are afraid of collaborative learning and tend to be passive, but I have to make pleasant learning environment. I have to be their friend.]

(B) Finding 2: The Importance of Incorporating Holistic, Humanistic, and Social Values in the Face of the Groups' Diversity

It will be fairly stated here that collaborative learning does not merely require learners to be able to cooperate well with each other to accomplish various challenging learning tasks and reach desired learning objectives altogether, rather holistic, humanistic, and social values need to be internalized in the presence of learners possessing distinctive individual unique traits in terms of background knowledge, existing life perspectives, learning styles, and learning preferences. This argument is very much in line with the theory of collaborative learning proposed by Chandra (2017). He propounded that collaborative learning is one of the tangible forms of holistic learning practice in which all learners are commissioned to address a higher degree of reverence with other learning members, view diversity as a power to work mutually, and hone their communicative skills more intensely through more meaning-making group interactions. The second teacher also confessed all of these essential core values to be formulated in collaborative learning by arguing:

[To meet the learning goal as effectively as the students can do, as the CL facilitates the students to learn from and work with different types of students. CL gives more challenges for both the teachers and students to utilize a holistic aspects of human potentials (cognitive and social skills). The learning dynamics will be far more contextual and meaningful.]

Since collaborative learning emerges from the student-centered realm, it is of key importance for language teachers to store at their disposal that it is learners who have to attain fruitful learning outcomes through mutual social interactions and solid group works entrenched among group members. In line with this core of collaborative learning, teachers need to impart to their learners regarding the pivotal role of diversity forming in their ongoing group dynamics to ascertain the complexity of this group will not hamper them to showcase their greatest performances as a unity. This contention is congruent with the theory of collaborative learning design postulated by Leeuwen, Janssen, Erkens, and Brekelmans (2013). They suggested that teachers are required to promote more holistic learning dynamics accentuating more extensively on collaborative learning processes undergone by learners instead of heeding their focus merely on the finalized learning products to develop their learners' intercultural competencies and social skills

concurrently. Concerning this underpinning theory, language teachers should monitor the ongoing group interactions during this process to ensure that all group members have put high respect with others, experience safer collaborative learning circumstances where all group members possess more listening-ear towards particular addressed opinions and endure the real-life collaborations in which all learners have done significant contributions to their designated groups. Gregersen and Hermans (2017) and Hei, Tabacaru, Sjoer, Rippe, and Walenkamp (2020) also shared a similar perspective with the researcher. They strongly advocated that cultural diversity taking place in collaborative learning needs to be maximized to its utmost to enable all group members to create more robust collaborations with others. Thus, teachers' main mission is to be a decent role model for their learners in empowering all that uniqueness to strongly support the whole nature of collaboration itself. Concerning group diversity, the second teacher also shared a similar view by asserting that:

[In fact, the context of the students whom I have been teaching so far is unique. They are all male students coming from different provinces that have different cognitive and social background. For the reason, I don't have any choice but one and only, namely smaller groups with mixed-abilities students. And it is like blessing in disguise since it represents such a more realistic condition of human's life that the students are so fortunate to collaborate with and learn together from significant others.]

After disseminating all of these significant merits of collaborative learning, learners will successfully create more potent interconnectedness between their intellectual and social competencies. This beneficial future workforce value is fully grasped for all group members are committed to proactively participate in working hand-in-hand to accomplish various given learning tasks, promulgate their ideas freely to other learning companions, and possess stronger willingness to create more meaning-making group dynamics where all learners can thrive together. All of these collaborative learning values are in agreement with one of the findings discovered by Lane (2016) in her study of the deployment of collaborative learning among students at the University of Liverpool. She found that college students who are willing to amplify their positive social interdependence through meaningful sharing, help-seeking, and engaging group dynamics are far better in executing a wide variety of tasks, and even fulfilling their discipline-specific fields' learning objectivities thoroughly. Delving collaborative learning cannot be secluded from scaffolding theory. Concerning this theory, more capable learners are commissioned to provide mutual assistance for other learning partners who are still inhabiting the development learning mode to enable them to be more skillful and autonomous learners. By nature, scaffolding also offers a holistic learning dynamic indirectly for all learners, particularly those who are still less capable in the targeted subjects. Since all group members are determined to walk together to pass every precarious learning dynamic by ensuring that none of them is left behind. All of these layers of delineations are aligned with the theory of scaffolding advocated by Schoor and Bannert (2012). They believed that by implementing scaffolding in

collaborative learning, learners will be better at fostering others' knowledge along with skills development. They also appended that when language teachers have successfully translated the maximized utilization into more conducive group learning practices, learners will undergo more enjoyable, meaningful, and positive interactions with other learning members. To fully promote these learning merits, language teachers have to, once again, commission some competent group members to accommodate their positions to be learning mentors for other learners who are still in the developing stage. In other words, these capable learners have to explicate and exemplify more intensive delineations out of the laborious concepts frequently encountered by their learning companions to avert the breakdown of communication, interactions, and cooperation in the groups. Janssen, Kirschner, Erkens, Kirschner, and Paas (2010) argue that to maximize the functions of group scaffolding, more proficient learners have to play their new roles as supportive learning assistances for teachers and other progressing learning members by helping them to understand some difficult subject matters and solve particular learning issues. It is interesting enough to juxtapose all of these basic conceptions of long-term respectful matters together with scaffolding theory as testified by the second teacher in the following lines:

[I understand the whole personality of the students by doing a personal conversation with them to know more deeply about the students' holistic context, ask them to go to the group they like and persuade them to give more time to demonstrate their being proactive member of the group, ask other students to respect and support to the less proactive students.]

[The students learn how to respect different perspective from their peers. They realize that as human beings they must embrace the differences. It is unavoidable for the students only wish to have things as they like and desire since life is full of various kinds of views and dynamics and CL initiates the students to encounter their true complicated and multifaceted life in the near future.]

[Formulate the cognitive and social learning goal. When concerning with the student's holistic formation, the learning goal must be derived from the school's mission and then broken down into the specific learning goal set in each school subject. Design the learning instructions as clearly and effectively as possible since the students will work both independently from the school teachers and interdependently with their peers.]

CONCLUSION

Given these points, collaborative learning played a paramount role in developing EFL Senior High School Students' intellectual, social, and compassion values since they are demanded to not merely share such a mutual understanding, create more positive rapports, give significant contributions to their groups, ingrain more robust learning commitment as a united group, and persistently work hand-in-hand to accomplish various challenging learning tasks. Two specific drawbacks in this study should be fairly acknowledged to provide betterment for future studies determine to probe this similar theme, yet in different worldwide areas. First, since this is a small-scale study only focusing on

investigating EFL teachers' perspectives on collaborative learning activities in EFL Senior High School Contexts, it is well suggested for future researchers to conduct a broader study delving more exhaustively about EFL teachers' perspectives on collaborative learning in primary, secondary, and high school contexts to yield more significant research results through more accurate correlations and comparisons toward this learning practice in multitude language learning settings. Second, a great number of research participants comprising of pre-service, in-service, and senior language teachers working in disparate school levels should be involved in the future studies to generate richer depictions regarding the precise utilization of collaborative learning activities that would be worthwhile to be internalized in multivariate second language skills and areas; speaking, listening, reading, writing, vocabulary, grammar, and pronunciation.

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