

CHAPTER II

LITERATURE REVIEW

A. Concept of Collaborative Learning

1. Definition of Collaborative Learning

Collaborative learning is an educational approach that emphasizes learning through interaction, cooperation, and shared responsibility among learners. It is rooted in 20th-century educational theories from thinkers such as John Dewey, Lev Vygotsky, and Jean Piaget, who argued that knowledge is socially constructed through interaction and communication. This approach combines cognitive, social, and emotional aspects of learning, with the main focus on promoting active and meaningful learning experiences in which students work together to achieve shared goals (Yang, 2023; Eskiurt & Özkan, 2024). Since the 1970s, collaborative learning has gained wide attention as an effective method for improving students' critical thinking, teamwork, and academic performance (Makransky & Petersen, 2023).

In practice, collaborative learning is commonly defined as a situation where two or more learners work together in small groups to complete tasks, solve problems, or reach common learning objectives (Makransky & Petersen, 2023; Eskiurt & Özkan, 2024). Mutual interaction is central to this process, as learners exchange ideas, check each other's

work, and make collective decisions to build new knowledge. Beyond enhancing understanding, collaborative learning creates a dynamic, inclusive, and supportive classroom environment where students can learn from the perspectives of their peers while also cultivating higher-order thinking and communication skills. As Vygotsky (2019) emphasized, collaborative learning involves individual accountability within group work, where learners “sink or swim together,” reflecting the idea that knowledge construction is both a personal and collective endeavor.

The rise of digital technology has further expanded the scope of collaborative learning. Research on e-collaborative learning shows that online social interaction enables learners to enhance critical thinking and higher-order thinking skills through processes such as reasoning, hypothesis testing, and adjustment of learning strategies (Alharbi, Elfeky, & Ahmed, 2022). This demonstrates that collaborative learning remains effective even when mediated by technology, as learners continue to engage in meaningful exchanges and problem-solving activities. Similarly, social factors—such as interaction with peers and instructors, social presence, and the use of social media—have been shown to positively influence collaborative learning and engagement. These factors strengthen student involvement in the learning process and significantly contribute to better academic

performance (Qureshi, Khaskheli, Qureshi, Raza, & Yousufi, 2023).

Collaborative learning also plays an important role in preparing learners for the demands of the modern industrial context. In the era of Industry 5.0, collaboration goes beyond human-to-human interaction and increasingly involves partnerships between humans, robots, and digital systems. Studies highlight that digital platforms and AI-driven tools serve as enablers of collaborative learning in industrial workplaces, enhancing productivity, innovation, and worker participation, while at the same time posing unique challenges that require adaptive learning strategies (Lima, Heckler, Francisco, & Barbosa, 2025). In this context, collaborative learning is not only an educational method but also a strategic mechanism for fostering innovation and adaptability in rapidly changing environments.

Another essential dimension of collaborative learning is collaborative problem solving, which has been identified as a key 21st-century competency. It integrates both social and cognitive processes and is characterized by interactivity, interdependence, and dynamic progression over time. Unlike traditional methods of assessment, collaborative problem solving requires new analytical approaches that can capture the temporal and complex nature of group learning interactions, particularly in online settings. Research shows that high-performing learners in collaborative environments

tend to move from positive communication toward negotiating and refining ideas, while lower-performing learners focus more on sharing resources and regulating problem-solving activities (Zhang et al., 2022). This reveals that collaborative learning is a dynamic process shaped by the quality of interaction and the strategies employed by learners.

Technology has further strengthened collaborative learning in the modern educational landscape. Online platforms, digital collaboration tools, and game-based learning environments enable learners to engage in teamwork beyond the traditional classroom. Digital Game-Based Learning (DGBL), for example, promotes creativity, critical thinking, and independent learning while also fostering collaboration in a more engaging context. These tools help overcome limitations of time and space, making collaborative learning more flexible, effective, and relevant in 21st-century education (Yang, 2023; Makransky & Petersen, 2023).

For students, the benefits of collaborative learning are extensive. By working together in groups, learners are able to deepen their understanding of subject matter, improve their communication and critical thinking skills, and learn from diverse perspectives. Collaborative learning also creates an inclusive and supportive environment where students can share ideas, negotiate meaning, and build knowledge collectively. With the integration of technology, students experience higher levels of engagement, motivation, and

creativity, all of which contribute to stronger academic performance (Yang, 2023; Makransky & Petersen, 2023; Eskiurt & Özkan, 2024).

For teachers, collaborative learning provides opportunities to share experiences, reflect on practice, and exchange effective teaching strategies with colleagues. This process supports continuous professional development and encourages innovation in pedagogy. Teachers benefit not only from improved collaboration with peers but also from the ability to design learning environments that are more effective, inclusive, and adaptive to students' diverse needs (Liu, Hedges, & Cooper, 2023; Eskiurt & Özkan, 2024). Through these practices, collaborative learning strengthens the professional community of educators while also enhancing teaching quality.

The author views collaborative learning as an instructional approach that emphasizes interaction, cooperation, and shared responsibility among learners. This concept is grounded in the educational theories of the 20th century proposed by scholars such as John Dewey, Lev Vygotsky, and Jean Piaget, who asserted that knowledge is socially constructed through communication and interaction. Within this framework, cognitive, social, and emotional aspects are integrated, resulting in an active and meaningful learning process directed toward achieving common goals.

Moreover, the author recognizes that collaborative learning is not only relevant in traditional classroom settings but has also expanded significantly through the integration of digital technology. Online collaborative learning platforms, social media, and other digital tools provide opportunities for students to interact, exchange ideas, and strengthen their critical thinking skills in more flexible and accessible ways. This adaptability illustrates that collaborative learning aligns with the demands of 21st-century education, which requires creativity, collaboration, and advanced problem-solving competencies.

In addition to its benefits for learners, collaborative learning also offers significant opportunities for teachers to design and implement innovative pedagogical practices. Through collaboration with colleagues, teachers are able to share experiences, reflect on their instructional approaches, and create inclusive learning environments that respond to students' diverse needs. Thus, collaborative learning not only contributes to improving student outcomes but also enhances teacher professionalism and supports the development of a collaborative educational community.

2. Syntax of Collaborative Learning

The syntax of collaborative learning is a series of structured steps designed to support students' social, cognitive, and emotional interaction during the learning process. This approach focuses on teamwork,

communication, and problem-solving to achieve shared learning goals. The 4C learning model, as explained by Supena, Darmuki, and Hariyadi (2021), includes collaborative stages such as task orientation, role distribution, discussion, result presentation, and reflection. These steps not only improve students' cognitive outcomes but also help develop their affective and psychomotor skills. By actively involving students in each stage, the syntax of collaborative learning provides a more meaningful and relevant learning experience.

The first stage of collaborative learning syntax is **task orientation**. The teacher gives instructions and divides students into heterogeneous groups to ensure a variety of ideas in the discussion (Supena et al., 2021). Forming these diverse groups is important to create dynamic interaction. As Järvelä et al. (2023) emphasize, heterogeneity improves students' ability to share responsibilities and solve problems. In this stage, students also understand the goals and scope of the task. With clear guidance, students can build a shared understanding and begin working together affectively, supported by the teacher's role as a facilitator.

After **forming the groups**, the next step is role distribution, where each member is given a specific responsibility. According to Wen (2021), this stage ensures that all group members are actively involved in completing the collaborative task. In addition, active discussion and

teamwork are the core of the learning process. During discussion, students exchange ideas, share insights, and work together to find creative solutions. Järvelä et al. (2021) add that this process helps develop students' metacognitive regulation, where they monitor and adjust their learning strategies. This stage supports the development of critical thinking skills and improves group collaboration dynamics.

After the **discussion is finished**, each group **presents their work to the class**. This presentation gives students the chance to improve their communication skills and share their learning with other groups (Supena et al., 2021). The final stage is reflection and feedback, where the teacher and students evaluate the collaboration process together. According to Wen (2021), reflection helps students understand the strengths and weaknesses of their learning process and plan improvements for future activities. The combination of these stages not only creates a collaborative learning environment but also improves overall learning outcomes.

The collaborative learning syntax in the 4C model provides a structured approach to support affective and inclusive learning. Through stages like task orientation, role distribution, discussion, presentation, and reflection, students not only learn subject content but also develop important social and cognitive skills. Research by Supena et al. (2021), Järvelä et al. (2023), and Wen (2021) shows that this approach

has a positive impact on student engagement and learning outcomes. Therefore, using the collaborative learning syntax can be an innovative solution to improve learning affectiveness in various educational settings.

The syntax of collaborative learning is a set of structured steps designed to support students' social, cognitive, and emotional interaction during the learning process. These steps include task orientation, role distribution, discussion, presentation, and reflection. By applying these stages, learning does not only focus on cognitive outcomes but also helps develop affective and psychomotor skills. When students are actively involved in every stage, the learning process becomes more meaningful, relevant, and directed toward shared learning goals.

Each stage in the collaborative syntax has an important role in building a participatory and inclusive learning environment. Task orientation helps students understand the learning goals, role distribution ensures all members are involved, discussion encourages the exchange of ideas and critical thinking, presentation strengthens communication skills, and reflection provides a way to evaluate the learning process. Overall, the syntax of collaborative learning gives a systematic framework that can improve student activeness, social skills, and learning outcomes in various educational settings.

3. Benefits of Collaborative Learning

Collaborative learning is a teaching approach that allows students to learn together in small groups to achieve shared learning goals. This approach is based on the principle of social interaction, where students not only receive knowledge but also contribute to the learning process. Social factors such as interaction with peers and teachers, social presence, and the use of social media have been shown to positively impact student engagement in active collaborative learning (Qureshi et al., 2021; Cohen & Waite-Stupiansky, 2022). By creating a supportive learning environment, collaborative learning can improve academic performance and help students develop critical thinking, problem-solving, and interpersonal skills.

Social interaction is at the heart of collaborative learning. According to Qureshi et al. (2021) and Cohen & Waite-Stupiansky (2022), social presence whether through direct interaction or the use of social media encourages active student engagement. Activities like discussing, listening, and writing reflections create a dynamic learning atmosphere and help students build a deeper understanding of the material. In this context, social interaction also plays an important role in creating trust and accountability within the group. These factors support the transfer of knowledge from the classroom to real life situations, improve communication skills, and strengthen teamwork among students.

Collaborative learning also helps improve students' English proficiency. Liu, Hedges, and Cooper (2023) explain that collaboration between teachers and students creates a learning environment that supports language exploration. Active interaction in groups allows students to expand their vocabulary, deepen their understanding of language context, and increase their motivation to learn (Ramzan et al., 2023). In addition, collaborative learning helps students solve problems together, share ideas, and create a more engaging and meaningful learning experience. This environment is very important for developing communication skills in both social and academic settings.

From a pedagogical perspective, collaborative learning allows teachers to share and reflect on their teaching practices. This encourages the development of more relevant and well-organized teaching strategies that support the needs of students from different backgrounds (Liu et al., 2023). According to Shawaqfeh et al. (2024), classroom interaction is a key factor in improving students' English proficiency, as it helps identify learning challenges and find affective solutions. With the right metacognitive strategies, as suggested by Anggarista & Wahyudin (2022), collaborative learning can create a high-quality learning experience and support diversity.

Overall, collaborative learning offers many significant benefits for both students and teachers. By focusing on social

interaction, reflection, and teamwork, this approach not only improves academic skills but also supports the development of interpersonal skills and student motivation. Support from teachers and peers creates an inclusive environment that helps students succeed in their learning (Qureshi et al., 2021; Cohen & Waite-Stupiansky, 2022). In the context of English language teaching, collaborative learning helps students overcome learning challenges, expand their vocabulary, and understand the language in real-life situations. Therefore, this approach is a highly relevant and affective method to improve learning outcomes.

The author understands that collaborative learning is an instructional approach that enables students to work together in small groups to achieve shared objectives. This approach is grounded in the principle of social interaction, where students not only receive knowledge from the teacher but also actively contribute to the learning process. By creating a supportive learning environment, collaborative learning enhances academic performance while also fostering critical thinking, problem-solving, and interpersonal skills that are essential for students' development.

Furthermore, the author emphasizes that social interaction is at the core of collaborative learning. Through activities such as discussions, listening to peers, writing reflections, and working collectively, students are able to build a deeper understanding of the subject matter. This

process also encourages trust and accountability within the group, ensuring that the knowledge gained in the classroom can be applied in real-life situations. At the same time, collaborative learning helps students expand their vocabulary, understand language in context, and increase their motivation to learn, particularly in developing English proficiency.

From a pedagogical perspective, the author highlights that collaborative learning also provides significant benefits for teachers. By engaging in collaboration and reflection, teachers can design more relevant and well-organized instructional strategies that address the diverse needs of students. This process creates meaningful learning experiences, supports inclusivity, and strengthens communication skills in both academic and social contexts. Thus, collaborative learning functions not only as a method to improve academic outcomes but also as an effective approach to building motivation, cooperation, and inclusive learning experiences.

B. The Influence of Collaborative Learning on English Language Proficiency

1. English Proficiency

English language proficiency is an important part of education, especially for young students who are in the process of learning the language. As a foundation for affective communication, mastering English plays a big role in students' academic success. According to Қойбақар

Ұлбосын Хыдырчарықызы (2024), “English proficiency is very important for young learners because it provides the foundation for affective communication and academic success.” This shows that English proficiency supports not only social interaction but also academic achievement in various subjects, gives access to global information resources, and opens up more opportunities in the professional world. In a broader sense, English proficiency refers to one’s overall ability to use English effectively, including speaking, listening, reading, and writing skills. Devi (2023) defines it as a measurable ability often indicated by standardized test scores such as TOEFL, which strongly correlates with students’ academic performance. Similarly, Anggarista and Wahyudin (2022) describe English proficiency as the level of students’ English ability reflected in their proficiency scores and influenced by the use of language learning strategies. Furthermore, Twersky et al. (2024) emphasize that individuals with limited English proficiency face significant barriers, particularly in accessing essential services, which underlines the importance of achieving adequate English skills for broader academic, social, and professional success.

English proficiency includes the ability to read, write, speak, and listen, all of which are important in academic settings. According to Tai and Zhao (2024), these skills not only help students communicate affectively but also support

their academic performance. When students can understand learning materials in English, they are better able to access information from various sources, broaden their knowledge, and gain deeper understanding. Therefore, improving English proficiency can strengthen learning outcomes across different subjects and support overall academic development.

Brau (2022) highlights the importance of social interaction in language learning, referring to Vygotsky's theory of the Zone of Proximal Development (ZPD). According to this theory, students can reach a higher level of understanding with help from others, such as peers or instructors. Collaborative learning, which focuses on social interaction, plays a key role in helping students develop their English proficiency. Through group discussions and support from their classmates, students can more easily overcome language challenges and improve their communication skills in English.

The importance of English proficiency is also seen in the ability to interact in a global network. Research by Salamanti, Park, Ali, and Brown (2023) shows that collaborative and multimodal learning strategies, such as group work and the use of multimedia tools, can significantly improve English proficiency. With this approach, students can adapt their learning styles and gain a better understanding. Collaborative and multimedia-based learning not only enriches the learning experience but also increases

students' confidence in using English in different social and professional contexts.

Overall, English proficiency has a big impact on academic success and students' ability to interact globally. The ability to speak, listen, read, and write in English allows students to access more information, broaden their knowledge, and improve communication skills that are highly needed in today's connected world. With the right learning approaches, such as collaborative and multimodal learning, students can develop their English proficiency more effectively, preparing them for future academic and professional challenges (Ramzan, Javaid, & Ali, 2023).

English language proficiency is an important aspect of education, especially for elementary school students who are in the early stage of learning the language. Mastering English not only supports academic success but also opens access to global information resources and future professional opportunities. This ability includes speaking, listening, reading, and writing skills that complement each other and serve as the foundation for effective communication.

In addition, English proficiency has a clear influence on improving learning outcomes across different subjects. Students who can understand learning materials in English are able to broaden their knowledge, access information from various sources, and gain a deeper understanding. Social interaction also plays an important role in this process, as

explained by Vygotsky's theory of the Zone of Proximal Development (ZPD). With support from teachers and peers, students can overcome language barriers and develop their English communication skills more effectively.

Furthermore, English proficiency enables students to interact in a global network. Collaborative and multimodal learning approaches, such as group work and the use of digital media, have been shown to increase students' confidence in using English in both social and professional contexts. Therefore, developing English proficiency from an early age not only supports academic achievement but also prepares students with the essential skills needed to face future educational and career challenges.

2. Young Learners

Young learners are generally defined as children in elementary school aged 6 to 12, and sometimes even earlier at the kindergarten level, who possess unique cognitive, emotional, and social developmental traits. At this stage, children are naturally curious, yet their attention span tends to be short, which makes fun, interactive, and meaningful activities essential for their learning (Khulel, 2021; Butler, 2020; Fenyvesi, 2020). English learning for young learners is more effective when it is connected to their everyday lives and involves direct communication through contextual materials such as stories, videos, songs, and role-playing activities (Yakupova, 2023; Taxirotova, 2024). Between the

ages of 8 and 10, children also begin to develop the ability to understand abstract concepts, such as distinguishing between fact and fiction, and start forming preferences for how they like to learn. Therefore, interesting materials like storybooks, comics, songs, and creative games play an important role in maintaining their attention. Through engaging activities such as role-playing, singing, or group work, young learners not only enjoy the process of learning but also strengthen their language development and communication skills in a structured way (Norbekova, 2023; Fenyvesi, 2020; Taxirovna, 2024).

From the perspective of English language teaching, scholars have defined young learners more specifically. According to Pustika (2021), young learners are primary school students who are often engaged in speaking practices, especially conversations, where they experience turn-taking as part of communication. This indicates that their learning requires proper teaching strategies supported by engaging media such as pictures and videos in order to foster their communication skills. In addition, Sudrajat (2022) argues that young learners also include children at the kindergarten level who are in the early stages of learning English speaking skills. Teaching them should be effective and enjoyable, yet in practice it is challenging for EFL teachers because young learners face internal obstacles such as reliance on their mother tongue and limited vocabulary, as well as external

problems like the lack of exposure to English outside the classroom. Teachers, therefore, are expected to apply creative, varied strategies that match the children's developmental needs, while creating a pleasant classroom atmosphere and encouraging learners to actively use English in communication.

Moreover, Thuy and Hung (2021) point out the importance of innovative approaches such as gamification in supporting young learners' English learning. They describe young learners as early-age EFL students who can benefit from gamified applications in speaking lessons. Such applications guide learners through four essential stages, namely raising awareness, appropriation, autonomy, and giving feedback. These stages not only make speaking practice more systematic but also create a more enjoyable and engaging learning experience. This aligns with previous perspectives that young learners require teaching methods that are developmentally appropriate, creative, and meaningful.

In summary, young learners are children from early childhood to primary school who require a different pedagogical approach compared to older learners. They acquire language more effectively through interaction, creative activities, and enjoyable learning experiences. However, they also face both internal and external challenges that must be addressed by teachers through innovative and

interactive strategies. By designing developmentally appropriate and engaging English learning experiences, teachers can not only foster more natural language acquisition but also help young learners build essential communication skills that will benefit them in their academic and social lives in the future.

Young learners are generally defined as children in elementary school aged 6 to 12, and sometimes even earlier at the kindergarten level. At this stage, children are very curious but have a short attention span. Therefore, English learning for them should be fun, interactive, and meaningful. Activities connected to daily life, such as storytelling, singing, role-playing, and using videos or songs, help children understand English more easily while also improving their communication skills.

From the perspective of English teaching, young learners are often engaged in speaking practice, especially simple conversations that involve turn-taking. This means that teachers need to use appropriate strategies supported by interesting media such as pictures and videos. However, teaching English to young learners is not easy because they face internal challenges, like dependence on their mother tongue and limited vocabulary, as well as external challenges, such as limited exposure to English outside the classroom. For this reason, teachers are expected to apply creative and varied strategies that suit the children's development, create

an enjoyable classroom atmosphere, and encourage active use of English.

In addition, innovative approaches like gamification can support English learning for young learners. Game-based applications in speaking lessons make learning more systematic, fun, and motivating. In conclusion, young learners need a different pedagogical approach compared to older students. Through interaction, creative activities, and enjoyable learning experiences, children can acquire language more naturally and build important communication skills that will benefit their academic and social development in the future.

C. Challenges in Implementing Collaborative Learning in the EFL Learning Context

The implementation of collaborative learning in the context of English as a Foreign Language (EFL) faces several challenges that can affect its effectiveness. According to Wijaya (2021), one major challenge is the tendency of teachers to use teacher-centered approaches. This limits students' learning autonomy and their engagement in collaborative learning activities. In addition, resistance to changing teaching methods also becomes a significant barrier. A lack of teacher training in using collaborative learning methods makes the problem worse, preventing the development of an inclusive and active learning environment (Carvajal-Ayala & Avendaño-Franco, 2021).

Another major challenge is the lack of research on the impact of implementing collaborative learning in EFL classrooms. Vega-Abarzúa et al. (2022) note that although there is a positive link between this learning strategy and increased student engagement, more research is needed to fully understand its affectts. Existing studies are still limited in exploring the long-term affecttiveness of collaborative learning, especially in identifying whether students' behavioral engagement remains the dominant factor. This suggests that although the method is promising, its long-term impact on student engagement and language proficiency still needs to be proven more thoroughly.

Another challenge in implementing collaborative learning is related to technology, especially in distance learning settings. Kanno (2020) explains that limited access to technology and poorly designed tasks that do not match student preferences can reduce the affecttiveness of collaborative learning, especially in virtual learning environments. Although technology can support social interaction and students' psychological presence, poorly designed tasks and lack of access to proper tools are major barriers. This shows that choosing and designing tasks that support online collaboration must be carefully planned.

In the context of young EFL learners, the main challenge lies in creating supportive conditions for affective collaboration. Carvajal-Ayala and Avendaño-Franco (2021) state that to ensure successful collaborative learning, activities must be designed in a way that encourages children to work together, negotiate, and

find solutions as a team. This requires a deeper understanding of collaborative learning principles, which many teachers still lack. Without this understanding, it is difficult for teachers to create a classroom environment that supports active, collaboration-focused learning.

Overall, the challenges in implementing collaborative learning in EFL classrooms require greater attention to several key aspects, such as teacher training, task design, and access to technology. To overcome these challenges, it is important to conduct further research on the long-term impact of this strategy on student engagement and achievement. In addition, more in-depth teacher education on the principles and practices of collaborative learning can help create supportive conditions for affective collaboration, especially in young learners' EFL classrooms. In this way, collaborative learning can be more affective and provide better results for students' language development.

The implementation of collaborative learning in English as a Foreign Language (EFL) classrooms faces several challenges that can affect its effectiveness. One main challenge is that teachers often use teacher-centered methods, which limit students' independence and participation in group activities. Resistance to changing teaching methods and lack of teacher training in collaborative learning make it harder to create an active and inclusive learning environment.

Another challenge is the limited research on the long-term impact of collaborative learning in EFL classes. Some studies show that this method can increase student engagement, but more research is needed to understand its full effectiveness. It is important to know whether students stay actively involved over time and how this method affects their language skills in the long run.

Technology can also be a challenge, especially in online learning. Limited access to tools and tasks that do not match students' needs can reduce the effectiveness of collaborative learning. For young learners, it is important to create conditions that support teamwork, problem-solving, and collaboration. Teacher training, well-designed tasks, and further research are key to making collaborative learning more effective and helping students improve their English skills.

D. Conceptual Framework

The following conceptual framework serves as a theoretical representation that shows the relationship between the main concepts in this study. This framework acts as a guide for analyzing the interaction between the research variables based on relevant theories, which have been explained in detail in the previous section.

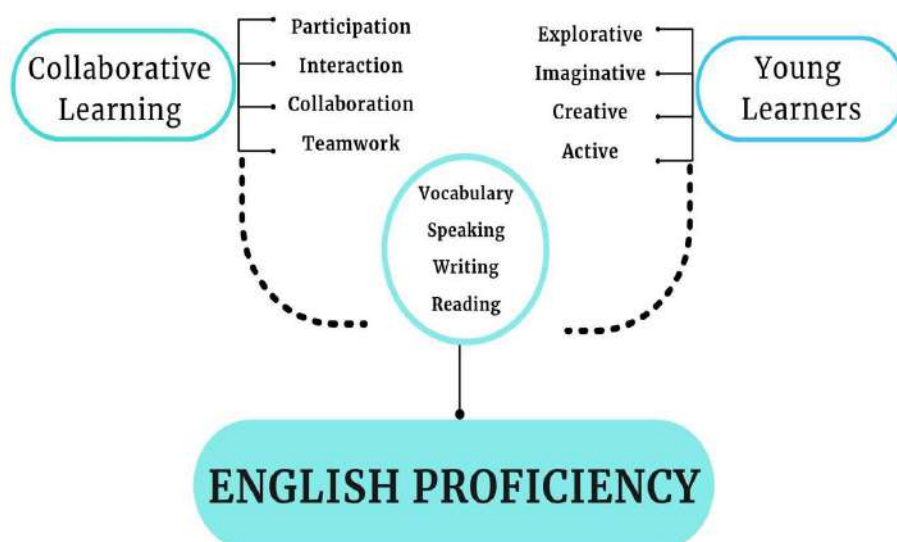


Chart 2.1

Conceptual Framework

The conceptual framework in this study shows how Collaborative Learning and the characteristics of Young Learners work together to improve English Proficiency. Collaborative Learning involves active participation, interaction, collaboration, and teamwork, which directly support the development of English language skills. Active participation helps students use English more often in speaking and writing, which improves their Speaking and Writing skills. Group interaction encourages discussion and idea sharing, which enriches Vocabulary and deepens language understanding. In addition, working together on reading and writing tasks helps strengthen Reading and Writing skills. Teamwork also trains students to listen and

understand their peers' perspectives, which greatly improves their communication skills, especially in Listening and Speaking.

On the other hand, the characteristics of young learners significantly influence how they acquire English language skills affectively. Their explorative nature encourages them to seek new information, which contributes to vocabulary development and enhances reading proficiency. Their imaginative tendencies enable them to create narratives and engage in role-play activities, thereby enriching their experiences in speaking and writing. Furthermore, their creativity supports learning through activities such as drawing, songwriting, and storytelling, which facilitate the development of both writing and speaking skills. Their active disposition allows them to engage in kinesthetic and interactive learning experiences such as language games and drama which affectively reinforce speaking and listening competencies.

The conceptual framework highlights that Collaborative Learning, when appropriately aligned with the developmental characteristics of Young Learners, serves as an affective pedagogical strategy to enhance English Proficiency. Through social interaction, exploration, and engagement in meaningful and context-based learning experiences, young learners are able to develop their language skills in a more natural and confident manner.

E. Some Related Previous Studies

Previous studies have widely explored the impact of collaborative learning on the English proficiency of young EFL learners. Adhami and Taghizadeh (2022) examined the affect of flipped classroom learning using Edmodo and Google Docs on writing performance among engineering students. Their findings showed that this integrative approach improved students' writing performance, especially in grammar and fluency, while also increasing motivation and reducing anxiety. Meanwhile, Nuryati, Hufad, and Rusdiyani (2024) found that collaborative techniques such as peer interaction encouraged children's active participation in language learning and strengthened their language skills. Additionally, Winson et al. (2024) showed that online collaborative learning also played an important role in improving students' skills and self-efficacy in design-based disciplines. These findings confirm the effectiveness of collaborative learning in enhancing EFL learners' language abilities, both in academic settings and in remote learning contexts.

Previous studies have shown that collaborative learning plays an important role in improving English proficiency among EFL students. Butarbutar et al. (2023) found that using computer-supported collaborative learning (CSCL) can improve students' fluency, accuracy, critical thinking, and socio-cultural awareness. Normawati et al. (2023) added that students showed positive attitudes toward collaborative learning, which increased their motivation, cooperation, and communication skills, even though

there were challenges related to time and differences in opinions. In addition, Ahmed Abdel-Al Ibrahim et al. (2023) confirmed that collaborative learning reduces reading anxiety and improves reading comprehension among EFL students. Another study by Al-Yafaei & Mudhsh (2023) showed that online collaborative learning can improve EFL students' writing skills and encourage more affective feedback. These findings highlight the importance of applying collaborative learning in EFL contexts to support students' language skill development.

Previous studies have identified both challenges and supporting factors in collaborative learning. Vauras, Volet, and Nolen (2019) stated that collaborative learning involves cognitive, emotional, and social complexities. These challenges can be addressed through strong collaborative skills and building shared knowledge. In virtual settings, collaborative learning also faces technical barriers and difficulties in adapting teaching methods (Matee, Motlohi, & Nkiwane, 2023). On the other hand, social factors such as peer and teacher interaction, as well as the use of social media, can support affective collaborative learning (Qureshi et al., 2021). Technology like Virtual Reality also helps by increasing students' engagement and motivation (van der Meer et al., 2023).

Previous studies have shown that collaborative learning approaches differ across countries. Online collaborative learning using small group discussions helps build shared knowledge and develop higher-order thinking skills. This process is supported by

multimedia tools such as animations and videos (Nungu et al., 2023). This approach also matches the learning style of Gen Z, who prefer observation, hands-on practice, and information technology (Purwantara et al., 2023). In digital education, collaborative partnerships provide access to digital resources and promote the integration of technology into the curriculum (Nurdiana et al., 2023). In addition, Collaborative Online International Learning (COIL) aims to improve intercultural competence through cross-cultural interaction in joint learning (Hackett, 2023).

Although previous studies have widely explored the impact of collaborative learning on young EFL learners' English proficiency, most of these studies have focused more on academic or distance learning contexts (Adhami & Taghizadeh, 2022; Nuryati et al., 2024). This study is different because it examines the influence of collaborative learning in a local setting—Napal Putih District in North Bengkulu—which may face unique challenges such as limited infrastructure and different socio-cultural factors (Vauras et al., 2019; Matee et al., 2023). In addition, even though technologies like Virtual Reality have been shown to increase student engagement in collaborative learning (van der Meer et al., 2023), their use in rural areas like Napal Putih has not been widely explored. By combining local factors with technological aspects, this study aims to provide new insights into the success and challenges of collaborative learning in more remote regions.

Previous studies have shown that collaborative learning is effective in improving English proficiency among young EFL learners. Research by Adhami and Taghizadeh (2022) found that using flipped classroom strategies with tools like Edmodo and Google Docs improved students' writing performance, motivation, and reduced anxiety. Similarly, Nuryati, Hufad, and Rusdiyani (2024) reported that peer interaction in collaborative learning encouraged active participation and strengthened children's language skills. Online collaborative learning also helped improve students' skills and self-confidence in various subjects (Winson et al., 2024), showing that collaborative learning can enhance language abilities in both classroom and remote contexts.

Collaborative learning not only improves language skills but also supports other aspects of learning. Butarbutar et al. (2023) found that computer-supported collaborative learning (CSCL) can enhance fluency, accuracy, critical thinking, and socio-cultural awareness. Normawati et al. (2023) reported that students had positive attitudes toward collaborative learning, which increased motivation, cooperation, and communication skills despite challenges like time constraints and differing opinions. Additionally, collaborative learning reduces reading anxiety and improves comprehension (Ahmed Abdel-Al Ibrahim et al., 2023) and can encourage more effective feedback in writing tasks (Al-Yafaei & Mudhsh, 2023).

Previous studies also highlighted both challenges and supporting factors for collaborative learning. Cognitive, emotional, and social complexities can be addressed through strong collaboration skills and shared knowledge (Vauras, Volet, & Nolen, 2019). Technical barriers and difficulties in adapting teaching methods are common in virtual learning environments (Matee, Motlohi, & Nkiwane, 2023). Social interactions with peers and teachers, use of social media, and technologies like Virtual Reality can enhance collaboration, engagement, and motivation (Qureshi et al., 2021; van der Meer et al., 2023).

Collaborative learning approaches vary across countries and contexts. Online group discussions and multimedia tools help develop shared knowledge and higher-order thinking skills, and align with Gen Z learning preferences for observation, hands-on practice, and digital technology (Nungu et al., 2023; Purwantara et al., 2023). Collaborative Online International Learning (COIL) promotes intercultural competence through cross-cultural interaction (Hackett, 2023). However, most studies focus on academic or distance learning contexts, while local and rural areas, like Napal Putih District in North Bengkulu, face unique challenges such as limited infrastructure and socio-cultural factors. This study aims to explore how collaborative learning works in such local settings, combining technological and local considerations to provide new insights into its effectiveness.