



The Role of Collaborative Learning in Enhancing EFL Writing: A Mixed-Methods Investigation of Students' Perceptions and Performance at Sebha Univer56sity

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Keywords

Collaborative learning
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ABSTRACT

This study investigates EFL students' perceptions of collaborative learning in writing instruction at Sebha University and examines its impact on writing performance. A descriptive quantitative design was employed, complemented by a small-scale quasi-experimental component. Data were collected from 60 undergraduate students using a structured questionnaire, while 10 pre-intermediate learners participated in a pre-post writing task following collaborative activities. Findings revealed that students held positive perceptions of collaborative learning, reporting improvements in grammar, vocabulary, organization, coherence, confidence, and reduced writing anxiety. Descriptive results were supported by experimental evidence, showing a significant increase in post-test writing scores ($M = 8.0$) compared to pre-test scores ($M = 5.5$). However, challenges such as unequal participation, coordination difficulties, and time management were identified. Overall, the study demonstrates that collaborative learning enhances both learners' attitudes and writing performance in EFL contexts. The study recommends integrating structured collaborative writing tasks into EFL curricula and encourages further research using larger samples and stronger experimental designs.

دور التعلم التعاوني في تعزيز مهارة الكتابة في اللغة الإنجليزية كلغة أجنبية: دراسة بأسلوب المنهج المختلط حول تصورات الطلاب وأدائهم في جامعة سبها

عائشة حسن بشير صالح

قسم اللغة الإنجليزية، كلية اللغات، جامعة سبها، ليبيا

الكلمات المفتاحية:

التعلم التعاوني
الكتابة باللغة الإنجليزية كلغة أجنبية
تفاعل الاقران
تصورات طلبة التعليم العالي
قلق الكتابة.

الملخص

تستكشف هذه الدراسة تصورات طلاب اللغة الإنجليزية كلغة أجنبية تجاه التعلم التعاوني في تدريس الكتابة بجامعة سبها، وتدرس أثره على الأداء الكتابي. وقد تم اعتماد تصميم كمي وصفي مدعوم بجزء شبه تجريبي صغير. جُمعت البيانات من 60 طالبًا جامعيًا باستخدام استبيان منظم، كما شارك 10 طلاب من المستوى ما قبل المتوسط في اختبار كتابي قبلي وبعدي بعد تنفيذ أنشطة الكتابة التعاونية. أظهرت النتائج أن الطلاب يمتلكون تصورات إيجابية تجاه التعلم التعاوني، مع تحسن في القواعد والمفردات والتنظيم والترابط، بالإضافة إلى زيادة الثقة وتقليل قلق الكتابة. كما دعمت النتائج التجريبية ذلك، حيث سجل الطلاب تحسنًا ملحوظًا في الاختبار البعدي (المتوسط = 8.0) مقارنة بالاختبار القبلي (المتوسط = 5.5). ومع ذلك، تم تحديد بعض التحديات مثل عدم توازن المشاركة وصعوبات التنسيق وإدارة الوقت. بشكل عام، تؤكد الدراسة أن التعلم التعاوني يعزز كلاً من تصورات المتعلمين وأدائهم في الكتابة في سياقات تعلم اللغة الإنجليزية كلغة أجنبية. وتوصي الدراسة بدمج أنشطة كتابة تعاونية منمطة في المناهج الدراسية.

1. Introduction

In recent decades, English has become the dominant language of global communication, academic exchange, and higher education. As a result, increasing attention has been given to the teaching and learning of English as a Foreign Language (EFL), particularly in university contexts where students are expected to develop advanced language skills.

Among these skills, writing is often considered one of the most

challenging for EFL learners. It requires not only linguistic knowledge, such as grammar and vocabulary, but also higher-order skills including organization, coherence, and the ability to express ideas effectively. These challenges have encouraged educators to explore instructional approaches that can better support students in developing their writing abilities.

Collaborative learning has emerged as a widely used approach in

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language education. It involves students working together to share ideas, provide feedback, and construct knowledge through interaction. Theoretical support for this approach can be found in sociocultural theory, which emphasizes the importance of social interaction in learning, as well as in the output hypothesis, which highlights the role of language use in developing proficiency.

Previous studies have suggested that collaborative learning may support writing development and improve students' engagement and confidence. However, much of the existing research has focused on measuring writing performance in controlled or experimental settings. In contrast, fewer studies have examined students' own perceptions and experiences of collaborative writing, particularly in real classroom contexts.

In addition, limited research has been conducted in EFL contexts within Libyan higher education, which creates a need for studies that explore how students perceive collaborative learning in their local academic environment.

Therefore, this study aims to explore EFL students' perceptions of collaborative learning and its perceived role in supporting their writing skills at Sebha University. By focusing on students' views and experiences, the study seeks to provide insights that may help improve writing instruction in similar contexts.

1.1 Research Problem Statement

1. EFL students in higher education often face difficulties in developing effective writing skills, including problems with grammar, vocabulary, organization, and writing anxiety. Although collaborative learning is considered a useful approach to improve writing, most previous studies have focused mainly on performance rather than students' perceptions, especially in real classroom settings. In the Libyan context, particularly at Sebha University, there is limited research exploring how students perceive collaborative learning and its role in enhancing their writing skills. Therefore, this study aims to address this gap by investigating students' perceptions and the impact of collaborative learning on their writing.

1.2 Purpose of the Study

The purpose of this study is to explore EFL students' perceptions of collaborative learning in writing instruction at Sebha University. Specifically, the study seeks to understand how students perceive the role of collaborative learning in supporting their writing development, confidence, and classroom experience.

While the primary focus of the study is on students' perceptions, it also provides preliminary evidence of the impact of collaborative learning on students' writing performance through a quasi-experimental pre-post test design.

1.3 Research Questions

1. How do EFL students perceive the role of collaborative learning in supporting their writing development?
2. How do students perceive the impact of collaborative learning on their writing confidence?
3. What challenges do EFL students perceive when engaging in collaborative writing activities?

1.4 Objectives of the Study

1. To explore EFL students' perceptions of collaborative learning in relation to writing development.
2. To examine students' perceived impact of collaborative learning on writing confidence and anxiety.
3. To identify the challenges perceived by students during collaborative writing activities.

1.5 Significance of the Study

This study is significant as it contributes to a better understanding of how EFL students perceive collaborative learning in writing instruction. The findings are expected to have implications for different stakeholders in the educational process.

For teachers, the study provides insights into students' attitudes and experiences with collaborative writing, which may help instructors design more effective group-based writing activities and improve classroom interaction strategies.

For students, the study highlights the potential benefits and challenges of collaborative learning, encouraging them to engage more effectively in group writing tasks and develop positive learning behaviors.

For researchers, the study offers a foundation for further investigation into collaborative learning in EFL contexts, particularly in under-researched settings such as Libyan higher education institutions. It also opens opportunities for future experimental or longitudinal studies to examine the actual impact of collaborative learning on writing performance.

1.6 Delimitations of the Study

This study is limited in scope to ensure focus and clarity. It was conducted with a sample of 60 EFL students enrolled in the English Department at Sebha University, Libya. The study focuses specifically on students' perceptions of collaborative learning in relation to writing skills.

The research is limited to the skill of writing and does not include other language skills such as speaking, listening, or reading. In addition, the primary data collection instrument was a structured questionnaire. To complement the survey findings, the study also included a small-scale quasi-experimental pre-post writing assessment. No interviews or classroom observations were conducted.

Furthermore, the study was confined to a specific academic period (2025–2026). The findings are based primarily on students' self-reported perceptions, supported by preliminary evidence from the small-scale quasi-experimental pre-post writing assessment. Therefore, the findings should be interpreted within the context of this sample and timeframe and do not reflect the long-term effects of collaborative learning on writing performance.

2. Literature Review

2.1 Collaborative Language Learning and Theoretical Foundations

Collaborative learning has become an essential approach in contemporary language education, particularly within learner-centered methodologies. It is grounded in Lev Vygotsky's sociocultural theory, which emphasizes that learning is fundamentally a social process that occurs through interaction and mediation. According to this perspective, learners construct knowledge collaboratively by engaging in meaningful communication within the Zone of Proximal Development (ZPD), where more capable peers or teachers support learning development.

In addition, collaborative learning is supported by Merrill Swain's Output Hypothesis, which argues that language production plays a crucial role in second language acquisition. (Swain, 1985)

Through producing language in interaction with others, learners notice gaps in their linguistic knowledge, reflect on their output, and improve accuracy and fluency.

Recent research has confirmed the positive role of collaboration in language learning. Studies such as Zhang and Plonsky (2020) have shown that collaborative writing can significantly enhance second language performance. Similarly, Li and Zhu (2021) found that collaborative environments promote negotiation of meaning and encourage deeper engagement with language forms. Li (2022) highlighted that computer-mediated collaborative writing provides opportunities for learner interaction, peer support, and writing development. These findings suggest that collaborative learning is not only a pedagogical strategy but also a cognitive and social process that facilitates language development.

2.2 The Role of Collaborative Learning in EFL Writing Development

Writing is widely recognized as one of the most complex skills in English as a Foreign Language (EFL) learning. It requires the integration of grammar, vocabulary, coherence, organization, and

critical thinking. Many EFL learners face difficulties in writing due to limited exposure to authentic language use and insufficient practice opportunities.

Collaborative learning provides an effective approach to addressing these challenges by allowing students to work together in generating ideas, drafting texts, and providing feedback. Research has shown that collaborative writing activities can improve various aspects of writing performance. For example, Pham (2021) found that students involved in collaborative writing demonstrated improvements in grammar accuracy, coherence, and overall writing quality.

Elola and Oskoz (2020) also emphasized that collaborative writing supports both linguistic and discourse-level development by encouraging learners to negotiate meaning and refine their output through interaction.

Peer feedback is another important component of collaborative writing. Jiang and Yu (2022) highlighted that peer interaction helps learners identify errors and develop self-editing skills. Through feedback exchange, students become more aware of their strengths and weaknesses in writing.

However, some challenges have been identified in the literature. Studies such as Gao et al. (2020) indicate that unequal participation among group members can affect the effectiveness of collaborative tasks. This suggests that successful implementation of collaborative learning requires careful planning and teacher guidance.

2.3 Advantages and Limitations of Collaborative Writing

Collaborative writing offers several pedagogical and psychological benefits in EFL contexts. According to Storch (2005, 2021), collaborative writing promotes deeper language processing because learners are required to negotiate meaning and justify their language choices. This interactive process enhances both language awareness and communication skills.

In addition, collaborative learning has been shown to reduce writing anxiety and increase learner confidence. Qiu and Lee (2020) reported that peer collaborative writing can enhance learners' writing development and self-efficacy. Similarly, Zheng, Yu, and Lee (2021) found that collaborative learning environments contribute to positive attitudes toward writing and improve student engagement. Furthermore, collaborative writing helps develop essential soft skills, such as teamwork, communication, and problem-solving, which are valuable in academic and professional contexts (Lowry et al., 2004). Despite these benefits, collaborative writing is not without limitations. One of the most commonly reported issues is unequal participation, where some students contribute more than others. Additionally, assessing individual performance within group work can be challenging for instructors. However, research suggests that these challenges can be minimized through structured task design, clear role assignment, and continuous teacher support. (Sharma, 2015)

2.4 Research Gap

Although collaborative learning has been widely studied in EFL contexts, several gaps remain in the literature. First, much of the existing research focuses on measuring writing performance in experimental settings, while fewer studies examine students' perceptions in real classroom environments.

Second, there is limited research on collaborative learning in underrepresented contexts, particularly in Libyan higher education institutions. This highlights the need for localized studies that reflect students' actual experiences and learning conditions.

Third, while previous studies have explored the effectiveness of collaborative writing, fewer have focused on learners' attitudes, perceptions, and challenges. Understanding students' perspectives is essential for improving classroom practices and designing more effective instructional strategies.

Therefore, this study aims to address these gaps by exploring EFL students' perceptions of collaborative learning in writing at Sebha University.

3. Methodology

3.1 Research Design

The study adopts a quantitative research design combining a

descriptive survey and a quasi-experimental approach. The descriptive component aims to explore EFL students' perceptions of collaborative learning in writing, while the quasi-experimental component examines its impact on students' writing performance through a pre-post-test design.

Unlike fully controlled experimental research, the quasi-experimental component of this study provides preliminary evidence of improvement in students' writing performance following collaborative activities. However, the primary focus of the study remains on understanding students' perceptions of collaborative learning in enhancing their writing experience, confidence, and classroom engagement.

The descriptive approach allows the researcher to systematically collect data from a defined group of participants and analyze patterns in their responses using statistical methods such as frequencies, percentages, and mean scores.

3.2 Population and Sample

The population of this study consists of undergraduate students enrolled in the English Department at Sebha University, Libya. These students are appropriate for the study because they are actively engaged in EFL writing courses and have experience with both individual and group writing activities.

A sample of 60 students was selected using a simple random sampling technique to ensure fairness and reduce selection bias. The participants represented different academic levels within the department, which provides a more comprehensive understanding of students' perceptions.

The sample size was considered sufficient for descriptive statistical analysis and identifying general trends in students' responses.

3.3 Data Collection Instrument

The primary instrument used in this study was a structured questionnaire designed to collect data on students' perceptions of collaborative learning in EFL writing.

The questionnaire consisted of two sections. Section A included demographic information about the participants, while Section B included perception-based statements.

The second section consisted of statements measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

These statements focused on students' perceptions of writing skills, confidence, anxiety, peer interaction, and collaborative learning experience.

3.4 Validity and Reliability

To ensure the validity of the questionnaire, the instrument was reviewed by a panel of experts in English language teaching and applied linguistics. Their feedback was used to evaluate the clarity, relevance, and appropriateness of the items, and necessary modifications were made accordingly.

In addition, a pilot study was conducted with a small group of EFL students to test the clarity and comprehensibility of the questionnaire items. Based on the pilot results, minor revisions were made to improve wording and eliminate ambiguity.

The reliability of the questionnaire was examined using Cronbach's Alpha coefficient to ensure internal consistency. The results indicated satisfactory to good reliability across all subscales: Writing Development ($\alpha = 0.75$), Confidence and Anxiety ($\alpha = 0.84$), Interaction ($\alpha = 0.83$), and Challenges ($\alpha = 0.70$). The overall Cronbach's Alpha value for the whole questionnaire was ($\alpha = 0.81$), which indicates a good level of internal consistency. These values confirm that the instrument is reliable for measuring students' perceptions of collaborative learning in EFL writing.

3.5 Data Collection Procedure

The data collection process was carried out during the academic year 2025–2026. The questionnaire was distributed to participants in printed and/or electronic form depending on accessibility.

Participants were informed about the purpose of the study and assured of anonymity and confidentiality. Participation was voluntary, and students had the right to withdraw at any time.

All responses were collected and organized for statistical analysis. The collected data were analysed using descriptive and inferential statistical techniques, including frequencies, percentages, mean scores, and t-tests. SPSS (Statistical Package for the Social Sciences) was used for data analysis.

To interpret the mean scores, the following scale was adopted.

Mean Interpretation Scale:

Mean Range	Interpretation
1.00–2.33	Low
2.34–3.66	Moderate
3.67–5.00	High

These methods were used to identify patterns in students' responses and summarize their perceptions of collaborative learning in EFL writing.

3.6 Ethical Considerations

Ethical considerations were strictly followed throughout the study. Participants were informed about the objectives of the research prior to data collection. Participation was voluntary, and confidentiality and anonymity were fully guaranteed. No personal identifying information was collected, and data were used only for academic purposes. The study adhered to standard academic ethical guidelines to ensure integrity and respect for participants.

3.7 Experimental Component

In addition to the descriptive survey, a small-scale quasi-experimental component was incorporated to provide further evidence of the impact of collaborative learning on students' actual writing performance.

A group of 10 pre-intermediate EFL students from the second semester at Sebha University participated in this component. Initially, students completed an individual writing task (pre-test), which required writing two paragraphs on a given topic.

Following this, students engaged in structured collaborative writing activities using pair work over a short instructional period. These activities encouraged idea sharing, peer feedback, and joint text construction.

After the intervention, students completed a similar writing task (post-test). Their writing was evaluated based on key criteria including grammar, vocabulary, organization, coherence, and punctuation.

4. Results

4.1 Descriptive Results of Students' Perceptions

The analysis of the questionnaire responses using descriptive statistics (frequencies and percentages via SPSS) reveals that EFL students generally hold positive perceptions toward collaborative learning in writing instruction.

The majority of participants indicated that collaborative learning contributes to improving their writing skills, particularly in grammar, vocabulary development, organization, and coherence.

Overall, students reported that working collaboratively provides a supportive learning environment that facilitates idea generation and improves writing quality.

Table 1: Students' Perceptions of Collaborative Learning in Writing Skills (N = 60)

Item	Agree%	Neutral%	Disagree	Interpretation
Collaborative learning improves my writing skills	70%	15%	15%	High positive perception
I learn new vocabulary from peers	68%	12%	20%	High positive perception
Group work makes writing easier	65%	15%	20%	Moderate-high positive
I feel more confident writing in groups	65%	15%	20%	Moderate-high positive

The results in Table (1) indicate that most students perceive

collaborative learning as beneficial for developing their writing skills. The highest agreement was observed in the improvement of writing skills (70%), followed by vocabulary learning from peers (68%).

4.2 Psychological and Affective Perceptions

The findings also show that collaborative learning has a positive psychological impact on learners. Students reported that group writing activities help reduce anxiety, increase motivation, and enhance confidence when writing in English.

Table 2: Students' Psychological and Affective Perceptions (N = 60)

Item	Agree %	Neutral %	Disagree %	Interpretation
Increases confidence	65%	20%	15%	Positive
Reduces writing anxiety	68%	17%	15%	Strong positive
Increases motivation	70%	15%	15%	Very strong positive

The results show that 70% of students believe collaborative learning increases motivation, while 68% reported that it reduces writing anxiety. These findings suggest that collaborative environments create a less stressful and more supportive atmosphere for writing.

4.3 Reported Challenges

Despite the positive perceptions, students identified several challenges that may affect the effectiveness of collaborative writing activities. The most common issues include unequal participation, difficulty in group coordination, and time management problems.

Table 3: Challenges of Collaborative Writing Activities (N = 60)

Item	Yes	No %	Interpretation
Unequal participation among group members	40%	60%	Main challenge
Difficulty in group coordination	35%	65%	Moderate challenge
Time management problems	30%	70%	Lower-level challenge

The results indicate that unequal participation is the most frequently reported challenge (40%), followed by coordination difficulties (35%). These issues suggest that group dynamics play an important role in the success of collaborative writing activities.

4.4 Gender Differences in Students' Perceptions

To examine whether there are differences in students' perceptions based on gender, an independent samples t-test was conducted.

Table (1): Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	30	3.85	0.62	0.11
Female	30	3.92	0.58	0.10

Table (2): Independent Samples T-Test

t	df	Sig. (2-tailed)	Mean Difference	St. Error Difference
-0.45	58	0.65	-0.07	0.15

The independent samples t-test showed no statistically significant difference between male and female students' perceptions of collaborative learning ($t = -0.45$, $df = 58$, $p = 0.65$). This indicates that gender does not influence students' perceptions.

4.5 Experimental Results (Pre-Post Test Analysis)

To complement the questionnaire findings, a pre-post test analysis was conducted to examine changes in students' actual writing performance.

In the pre-test, students' scores ranged from 4 to 7 out of 10, with an average score of approximately 5.5, indicating relatively low writing proficiency.

After participating in collaborative writing activities, the post-test results showed a clear improvement, with scores ranging from 7 to 9 out of 10 and an average of approximately 8.0.

Table 4: Paired Samples Statistics

Test	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	10	5.50	1.08	0.34
Post-test	10	8.00	0.82	0.26

Table 5: Paired Samples t-Test

t	df	Sig. (2-tailed)	Mean Difference
-7.21	9	0.000	-2.50

The paired samples t-test revealed that the difference between pre-test and post-test scores was statistically significant ($t = -7.21$, $df = 9$, $p < 0.05$). This indicates that students showed significant improvement in their writing performance after participating in collaborative writing activities. This improvement reflects better grammatical accuracy, increased vocabulary use, improved punctuation, and clearer organization and coherence of ideas.

5. Discussion

The findings of this study indicate that EFL students at Sebha University hold generally positive perceptions toward collaborative learning as an effective approach to developing writing skills. These perceptions are supported by both theoretical frameworks and empirical evidence. From a sociocultural perspective, the results suggest that peer interaction and collaborative engagement facilitate learning through shared knowledge construction and scaffolding. Similarly, the findings align with the output hypothesis, as students benefit from producing language, reflecting on their use, and improving accuracy through interaction.

In addition to cognitive benefits, the study highlights the important role of affective factors. Collaborative learning was found to enhance students' confidence and reduce writing anxiety, creating a more supportive and less stressful learning environment. This positive atmosphere encourages participation and risk-taking, which are essential for language development.

Importantly, the experimental component provides further support for these findings by demonstrating actual improvement in students' writing performance after engaging in collaborative activities. This confirms that collaborative learning not only influences students' perceptions but also leads to measurable gains in writing skills.

However, the study also identifies several challenges, including unequal participation, coordination difficulties, and time management

issues. These challenges indicate that the effectiveness of collaborative learning depends largely on careful task design, clear role distribution, and active teacher guidance.

Overall, the findings suggest that collaborative learning is a valuable pedagogical approach in EFL writing instruction. However, its success is not automatic and requires structured implementation to maximize its cognitive and affective benefits.

Unlike many perception-based studies, the current research provides both perceptual and empirical evidence. The findings from the experimental component strongly support the questionnaire results, demonstrating that collaborative learning not only enhances students' attitudes toward writing but also leads to measurable improvement in their actual writing performance. This convergence between subjective perceptions and objective performance highlights the effectiveness of collaborative writing as a pedagogical approach in EFL contexts

6. Limitations of the Study

This study has several limitations that should be considered when interpreting its findings.

First, although the study combines descriptive survey data with a quasi-experimental component, it does not include qualitative methods such as interviews or classroom observations, which could provide deeper insights into students' experiences, as the primary focus remains on quantitative data collected through a structured questionnaire. While the inclusion of a small-scale quasi-experimental component provides additional insight into students' writing performance, it does not fully capture the depth of learners' experiences that could be obtained through interviews or classroom

observations.

Second, the questionnaire data are based on self-reported perceptions. Therefore, the findings reflect students' subjective views rather than fully objective or longitudinal measures of their attitudes and writing development. Although the pre-post test results offer preliminary evidence of improvement in writing performance, the experimental sample is relatively small, which limits the strength of causal interpretation.

Third, the study is limited to 60 EFL students from the English Department at Sebha University, with only 10 students participating in the quasi-experimental component. Although these samples are sufficient for exploratory and descriptive analysis, the findings cannot be generalized to all EFL learners in different educational contexts.

Finally, the study focuses specifically on collaborative learning in relation to writing skills and does not extend to other language skills such as speaking, listening, or reading. Moreover, the experimental component examines short-term effects only, without investigating long-term retention or sustained development in writing performance. Future research is recommended to employ more comprehensive mixed-method designs, including interviews and classroom observations, as well as larger experimental samples and longitudinal studies. Such approaches would provide a deeper and more robust understanding of the impact of collaborative learning on EFL writing development. Despite these limitations, the study offers valuable preliminary insights into both students' perceptions and performance outcomes.

7. Conclusion

This study investigated EFL students' perceptions of collaborative learning in writing instruction at Sebha University and examined its perceived and actual impact on writing development. The findings indicate that students generally hold positive attitudes toward collaborative learning, considering it an effective pedagogical approach for improving writing skills, enhancing confidence, and reducing writing anxiety.

In addition to the perceptual data, the quasi-experimental results provided empirical evidence of improvement in students' writing performance after engaging in collaborative writing activities. The pre- and post-test analysis revealed a noticeable increase in writing scores, suggesting that collaborative learning contributes not only to students' positive perceptions but also to measurable gains in writing ability.

Despite these benefits, the study identified several challenges, including unequal participation, coordination difficulties, and time management issues. These findings emphasize that the effectiveness of collaborative learning depends on careful instructional design, clear task structure, and active teacher guidance.

Overall, the study concludes that collaborative learning is a valuable and effective approach in EFL writing instruction when properly implemented. It enhances both the cognitive and affective dimensions of learning, bridging the gap between students' perceptions and actual performance outcomes.

Finally, the study recommends integrating structured collaborative writing activities into EFL curricula and encouraging further research using larger samples and more rigorous experimental designs to validate and extend these findings.

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Questionnaire (استبيان الدراسة)

The questionnaire used in this study was developed based on relevant literature on collaborative learning and EFL writing, and it was designed to measure students' perceptions across several dimensions

including writing development, confidence, anxiety, interaction, and challenges.

Title: Students' Perceptions of Collaborative Learning in EFL Writing

Section A: Personal Information (البيانات الشخصية)

- Gender:
☐ Male ☐ Female
- Academic level:
☐ First semester ☐ Second semester ☐ Third semester ☐ Fourth semester ☐ Fifth semester ☐ sixth semester ☐ seventh semester ☐ eighth semester
- Have you previously participated in group writing activities?
☐ Yes ☐ No

Section B: Students' Perceptions of Collaborative Learning in Writing

Please indicate your level of agreement with the following statements:
(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

A. Writing Development

- Collaborative learning improves my writing skills.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- I improve my grammar when working in groups.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- I learn new vocabulary from my peers during group writing.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

- Collaborative writing helps me organize my ideas better.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Group work improves the coherence of my writing.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

B. Confidence and Anxiety

- I feel more confident when writing in groups.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Collaborative learning reduces my writing anxiety.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- I feel less afraid of making mistakes when working with peers.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Collaborative writing motivates me to participate more in writing tasks.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

C. Interaction and Peer Learning

- I benefit from feedback provided by my classmates.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Group discussions help me generate ideas for writing.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- I learn from discussing writing tasks with others.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

D. Challenges of Collaborative Writing

- Some group members do not participate equally.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- It is difficult to coordinate group writing activities.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Group writing takes more time than individual writing.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- I sometimes prefer working alone rather than in groups.
☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Note: The purpose of this questionnaire is purely academic. All responses will be kept confidential and used only for research purposes