Collaborative Model in Teaching Linguistics
(A Grounded Theory Study at Universitas Borneo Tarakan)

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ABSTRACT

This study looks into collaborative techniques in linguistics education, focusing on fundamental concepts, principles, components, and the roles of many stakeholders in the educational process. The study demonstrates how collaborative models can improve linguistics education by ensuring active involvement and social interaction between students and teachers. This study employs a grounded theory methodology, which includes qualitative data gathering and analytical techniques, such as open, axial, and selective coding, to discover main themes and patterns. The interviews and discussions with professors and students from the English and Indonesian language departments are included in the research design, allowing for a thorough examination of their experiences and perspectives. Micro-linguistic theory, communicative skills, and collaborative techniques are essential to good linguistics teaching. Key findings suggest that when approaches are employed, and there is more activity, linguistic competency increases, and general educational outcomes improve. The findings spark curiosity about the role of instructor mediation, classroom management, and multimedia resources in improving collaboration. This study's outcomes suggest potential routes for future research on collaborative strategies in linguistics education, particularly with the use of technology and multimedia learning systems. Further research is needed to investigate the long-term effects of these strategies on student accomplishment and the viability of these models in various educational contexts.

I. Introduction

Language study entails acquiring proficiency in a language and its application. Simultaneously, the scientific analysis of language entails rendering language the subject of focused inquiry. The advantages of linguistics are apparent in numerous occupations, including linguists, language educators, dictionary and textbook compilers, authors, and translators. According to UNESCO data published by Index Linguisticsum - World Bibliography of Linguistics, Indonesian is the 50th target language. Translation is essential across multiple areas, including technology, medicine, advertising, and particularly in academia. A 2006 survey by Common Sense Advisor, Inc. [1] indicates that 12 sectors use translation services, with the academic sector requiring 9.7% of translation functions. Linguistics significantly contributes to advancing science and technology, particularly in nations that do not utilize international languages, such as Indonesia. The advancement of linguistics as an interdisciplinary field necessitates a pedagogical approach that aids students in comprehending this language discipline [2], [3].

Universitas Borneo Tarakan (UBT), the sole state university in the region, acknowledges the significance of linguistic function by incorporating linguistics into the Graduate Competency Standards (Program Learning Outcomes - PLO) for both the English Language Education and Indonesian Language Education undergraduate programs. One of the criteria encompasses the capacity to implement new approaches and strategies to mitigate language challenges, improving sustainable competitiveness at national, regional, and worldwide scales. It corresponds with the demand for translation from Indonesian to multiple foreign languages, as evidenced by UNESCO

data. An effective learning model is necessary to fulfill the Graduate Competency Standards for the linguistics course.

Many studies about linguistics and the pedagogical paradigms employed in linguistics courses have been undertaken. One study is by Karimnia (2013) entitled Undergraduate Linguistics Training: In Search of a Model. This study seeks to elucidate the present state of translation training programs in Iran by examining both practical and theoretical aspects of translation studies. This study uses an experimental method. The findings indicate that the PTT model (practice, technique, and theory) is an effective framework applicable across diverse classes with varying levels of English ability. Implementing this technique necessitates meticulous preparation, and selecting translation resources may be labor-intensive. A study conducted by Masoud [5] revealed that classrooms equipped with technology provided greater satisfaction for pupils. Simultaneously, knowledge assessments showed that students undergoing traditional translation teaching acquired greater information than their counterparts in non-traditional programs. This research is innovative due to its application of grounded theory as the methodology and the inclusion of informants from two distinct study programs, which are anticipated to significantly influence linguistics and language education broadly.

In light of the aforementioned difficulties, the research team will examine the implementation of collaborative learning models in linguistics courses within two study programs at the Faculty of Teacher Training and Education, the English Language Education and Indonesian Language Education programs. This research employs a grounded theory methodology predicated on the premise that an underlying theory exists inside the data that must be revealed. The facts in the field will produce novel theories and viewpoints that can enhance the evolution and progress of linguistics education in higher education.

The collaborative learning approach, in its implementation, yields several advantages and disadvantages. Regarding the benefits of teamwork, Johnson, David, W., Johnson, Roger, T., & Smith, (1991) highlight the following: students' motivation to work together and achieve planned goals, the shared responsibility among all team members, increased productivity, positive relationships among team members, and the development of awareness to become translators and integrate with others. Alongside these advantages, Kiraly (2000) adds that the socialization process experienced by team members allows them to build their knowledge through interactions with classmates, teachers, and experts in the field. Other benefits include creating a classroom community that promotes collaboration and interaction to foster meaningful learning, gaining experience in solving translation problems similar to those they will encounter as professional translators, reducing feelings of competition among students to achieve the best outcomes, and authentic training in translation.

Research conducted by Barros, (2011) titled "Collaborative Learning in the Linguistics Classroom: Preliminary Survey Results" explains that this study focuses on acquiring interpersonal competencies through collaborative learning during the first stage of training in Spain. The qualitative research methodology employs focus groups and discussions to collect data. A questionnaire was then given to 191 students in the third year of their studies in Spain. The aim was to gather information about their general ideas on teamwork during the initial training phase of their translation studies. The questionnaire included questions about the definition of teamwork, the advantages and disadvantages of this teaching methodology, students' preferences regarding their working style, previous experiences in this field, and their importance in a professional environment. The results indicate that linguistics is increasingly becoming a team activity; therefore, introducing teamwork in translation training will allow students to develop the generic competencies required and to experience professional situations. Similarly, Lee-jahnke, (2011), found that collaborative learning is more effective and provides space for creativity for learners and that collaborative learning can, to some extent, improve the quality of learners' translations even when they face difficult sentences.

Another study on the use of technology in collaborative teaching in linguistic and translation classes was conducted by Bonvallet et al., (2019) titled "Roles for Technology in Collaborative Teaching." This research found that information technology can facilitate collaboration between instructors and students at different levels. Collaborative experiences in translation classes allow students to reflect on their understanding of texts and to create works that encompass that understanding. In line with this, Cem & Kokturk (2015), in their study "The Effect of Technology on Linguistics Students in Academic Linguistics Teaching," aimed to touch upon the impact of technological development on translation teaching in the 21st century. This study used descriptive

and comparative methodologies, combining theoretical and practical approaches, indicating that the use of technology by students in the translation process is essential and should be prioritized based on its current popularity.

Keyes, C. S., Puzio, Kelly., & Jimenez's (2019), research aimed to prepare 21st-century learners in a multicultural and multilingual world, enabling them to recognize and appreciate various languages and perspectives. When educators learn to integrate and leverage students' languages, the curriculum becomes increasingly relevant and accessible. In literacy education, collaborative translation is a promising approach that supports engagement, socializes student knowledge, provides real reasons for students to debate, and creates a rich discourse space that teachers can utilize to support discussions about themes regarding texts and issues. This sentiment is echoed by Rocca et al., (2014) explains that collaborative learning in university settings can positively influence students to maintain motivation and a constant passion for their studies. It also reduces dropout rates and encourages greater consistency in academic careers. The results of this study indicate that collaborative learning enhances student learning outcomes, as students feel involved in building the learning and teaching process with their shared knowledge and have a positive view of a learning community, discipline, and final examinations. It is reinforced by Aderi et al., (2018), who suggest that the collaborative model is expected to guide students in sharing knowledge and nurturing their thinking to ensure active learning and effective learning processes. The collaborative learning model is also an effective learning style to help students become more mature in making decisions.

The results of these studies indicate that the collaborative model significantly influences students' learning. It is also found in several studies, such as Puzio & Colby (2013), which discovered various studies supporting practices where students read, discuss, and negotiate meaning in cooperative and collaborative groups, especially bilingual students. Quantitative synthesis [16], [17] qualitative studies [18]–[20] provide positive evidence for these types of activities, as collaborative dialogue shows increased participation [21], [22], negotiation [23], [24], and language mastery [25], [26]. In this study, the researcher will examine and investigate the collaborative translation model implemented by lecturers in class at the Faculty of Teacher Training and Education at Universitas Borneo Tarakan, specifically in the English Language Education and Indonesian Language Education programs. If this study is not conducted, there is a risk of overlooking valuable insights into effective collaborative teaching strategies that could enhance student engagement and learning outcomes. This gap in research may hinder the development of best practices in language education, particularly in the context of translation.

II. Method

In this study, the research methodology used is Grounded Theory. The researcher decided to use Grounded Theory because it was concluded that there is no existing theory to explain how collaborative learning occurs in linguistics classes. Grounded theory is particularly suitable for this research as it allows for the development of new theories grounded in empirical data, making it an effective approach for exploring under-researched phenomena [27]. The construction of theory using Grounded Theory relies on systematic empirical data analysis to theorize about what happens in the situation. The result is a theory based on evidence rather than being developed from existing conceptual frameworks. Grounded Theory allows researchers to investigate collaborative learning and to build theory through interpretative analysis from various perspectives to reflect social reality [28]. Grounded theory is particularly useful when formal theories fail to explain the observed phenomena [29]. Social reality is co-constructed through interactions and is, therefore, subject to redefinition. The grounded theory generated in this research is built upon socially constructed data, interpretive actions of meaning, and participant narratives and is based on specific situations within a particular context [30]. Grounded Theory studies require complex data analysis methods, including three levels of analysis: initial coding, axial coding, and selective coding [31], [32]. The data analysis process in Grounded Theory research includes Open Coding, Axial Coding, and Selective Coding [33]–[35].
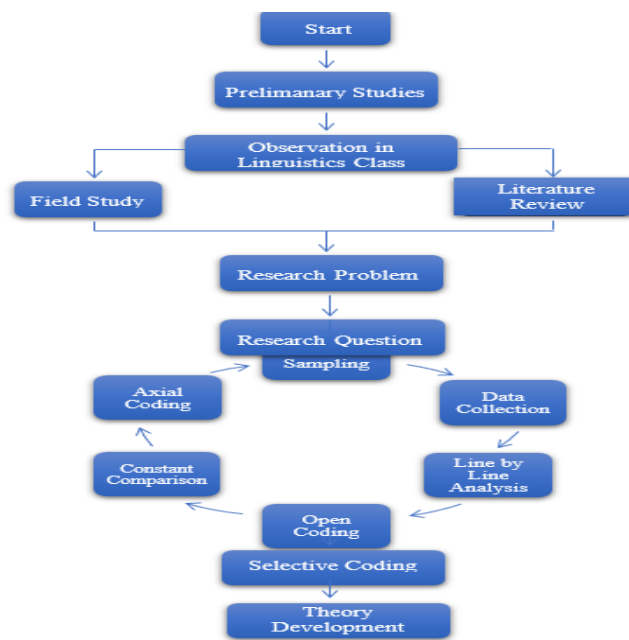
Fig. 1. Research Flowchart

Based on Figure 1 above, the problem formulation phase is the preliminary step of research comprising multiple components. A preliminary study is undertaken to collect input on the research subject. This study seeks to gather information regarding the issues identified in the research and the associated variables. Subsequently, class observations will be conducted at the Faculty of Teacher Training and Education, Universitas Borneo Tarakan, within two academic programs: the English Language Education program and the Indonesian Language Education program. The Faculty of Teacher Training and Education at Universitas Borneo Tarakan offers a unique English teaching environment characterized by its diverse student population, which includes both local and international students. This diversity enriches classroom interactions and presents opportunities for collaborative learning across different cultural and linguistic backgrounds. Additionally, the institution emphasizes a community-oriented approach to education, promoting not only language proficiency but also social responsibility and cultural awareness among its students. A field study examines the actual conditions of linguistic instruction, specifically with collaborative learning models in the classroom. It entails monitoring the learning process and engaging in discussions with linguistics professors and students to furnish an overview and comprehensive comprehension of the research subject. A literature review examines and evaluates recent research studies on collaborative learning models employed in language classes, emphasizing pertinent published research from trustworthy journal sources. The problem formulation process ultimately highlights the challenges encountered in linguistic instruction and analyzes the application of the collaborative model in linguistics courses.

After the problem formulation, the data analysis stage follows the grounded theory analysis steps. It commences with theoretical sampling, wherein grounded theory research initiates devoid of hypotheses, permitting evidence and theoretical sampling to direct the choice of a conceptual framework. Data collection is performed by two research assistants proficient in grounded theory, who conduct interviews, distribute questionnaires, and compile field notes and memos. The data analysis process follows the steps of grounded theory analysis. Line-by-line analysis and coding pertain to qualitative data segments, including interview transcripts, memos, and field notes, enabling a more profound scrutiny of the data. Open coding entails analyzing and conceptualizing data, restructuring it innovatively, and recognizing concepts based on their properties and dimensions. This procedure encompasses the labeling of phenomena, the identification of categories, the designation of categories, the development of categories concerning attributes and dimensions, the execution of variable open coding, and the documentation of code notes. Constant comparison is utilized to examine data and construct grounded theory, enabling researchers to derive concepts from the data through concurrent coding and analysis. Axial coding categorizes similar results or

incidents by comparing their similarities and differences, verifying relationships between subcategories and data, and creating relationships among categories after open coding.

The conclusion stage signifies the ultimate step of theoretical development and research composition. Selective coding entails the identification and selection of core categories and the systematic association of these categories with others. Emzir (2010) delineates this process as outlining the storyline, identifying the narrative, conceptualizing the storyline, selecting salient phenomena, connecting other categories with the core category, validating relationships, and categorizing to substantiate the theory. Theory development entails validating relationships, refining, developing categories, and combining these categories cohesively. This stage highlights theory as a process, perceiving it as a perpetually growing construct rather than a flawless outcome. Ultimately, a developed model encompasses causal conditions, contexts, intervention situations, action/interaction strategies, and outcomes obtained through coding forms. This study is undertaken at Universitas Borneo Tarakan within the Faculty of Teacher Training and Education, concentrating on the English Language Education Program and the Indonesian Language Education Program.

III. Results and Discussion

The results achieved during the research activities at the Faculty of Teacher Training and Education, Universitas Borneo Tarakan. The characteristics of the research sample are as follows:

Table 1. Characteristics of the Research Sample

No.	Code	Gender	Department	Highest Education
1	1BIg	Male	English Language	PhD
2	2BIg	Male	English Language	PhD
3	1BId	Female	Indonesian Language	Master
4	2BId	Male	Indonesian Language	Master

Participants were asked to fill out a questionnaire by answering eight questions related to the teaching and learning activities experienced in the linguistics class. Instructors were requested to present concepts related to linguistics teaching in the classroom and the collaborative approach to translation teaching.

According to the English department, the concept of linguistics teaching includes aspects of meaning, structure, sound, and the use of a language. Students are encouraged to seek relevant references from various sources as discussion materials independently. They are divided into several groups to collaborate on presentations and share concepts in class. This understanding is expected to influence the continuous development of student's language skills, with instructors facilitating. activities and providing input for independent learning. The Indonesian Language Education department explains that linguistics teaching involves learning language and communication through language. Linguistics teaching can provide various possible strategies for communication and enhance the ability to use language in different situations. The results of open coding and axial coding in the collaborative model of translation teaching can be seen in Table 2 below.

Table 2. Results of Open Coding and Axial Coding on the Concepts of Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
1	Concepts of Linguistics Teaching	Semantics	Linguistic Theory	Language in Communication
		Micro Linguistic Theory	Language in Communication	Use of Language in Various Fields
		Syntax		
		Phonetics		
		Language and Structure		
		Grammar		
		Language System		

The principles of linguistics teaching, according to the English department, include: a) Language is an arbitrary and vocal symbol system, b) Language learning is a natural process involving exposure, input, interaction, and output, c) Language teaching should focus on communication and meaning, not just on language form and accuracy, d) Language teaching should be learning-oriented and facilitate students' needs, interests, and preferences. Meanwhile, the Indonesian Language department states that the principles of teaching should be based on: a) the selection of adequate teaching materials, which is crucial for the implementation of linguistics learning at UBT given the limited access to learning resources like textbooks, helping students in understanding linguistics; b) appropriate teaching methods; c) classroom management; d) proper teaching techniques; e) mastery of content, language systems, and grammar. Additionally, linguistics teaching has three principles: the influence of the mother tongue, interlanguage principles, and the principle of communicative competence.

Table 3. Results of Open Coding and Axial Coding on the Principles of Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
2	Principles of Linguistics Teaching	Symbol System	Linguistic Theory (Micro & Macro)	Linguistic Practice
		Natural Process	Strategies, Methods, and Techniques	Linguistic Practice
		Linguistic Theory Communicative Competence Concept Implementation Symbol System Natural Process		

The components in the process of translation teaching in the Indonesian Language department include: 1) teaching materials, 2) insights, 3) skills, 4) methods, 5) subjects of learning, 6) teaching tools, 7) evaluation, 8) learning objectives, and 9) curriculum. The systematic teaching components of linguistics start with establishing general objectives and go down to specific learning goals. Subsequently, teaching materials are developed and tailored for students to support knowledge acquisition. Relevant teaching materials that align with students' needs are essential for effective learning. Teaching methodology also influences the success of a class. The subjects of learning, consisting of instructors and students, are critical components, with evaluation being vital to measure the success of a class. Components included in the process of linguistics teaching must encompass several aspects, including phonology, morphology, syntax, semantics, and pragmatics. According to the English department, the components must cover: a) Phonology, b) Morphology, c) Syntax, d) Semantics, e) Pragmatics, f) Vocabulary, g) Grammar, h) Function, i) Reading, j) Listening, k) Speaking, l) Writing. Additionally, teaching materials must be relevant to enhance students' language proficiency, with engaging classroom activities such as presentations, discussions, and quizzes being essential.

Table 4. Results of Open Coding and Axial Coding on Components in the Process of Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
3	Components in the Process of Linguistics Teaching	Phonology, Morphology, Syntax	Micro Linguistics	Language Competence
		Semantics, Pragmatics	Language Competence	Teaching Linguistics
		Grammar, Function, Vocabulary	Media & Methods	Evaluation

Teaching
Methods

The collaborative approach in linguistics education entails sharing information, tasks, and responsibilities between instructors and students, as per the English department. In order to participate in peer teaching and learning, engaging in discussion and cooperation is necessary, as students demonstrate a range of abilities and understandings. Collaboration is facilitated by this method, which includes mutual student activities in the linguistics class, such as small group work and pairing. Examples of activities include peer editing, think-pair-share, and jigsaw. Furthermore, before attending lectures, students are furnished with reading materials that serve as references. Afterward, they are presented with provocative queries to pique their interest in the subject matter. Subsequently, discussion groups are requested to present their material, and each group is instructed to generate a summary for subsequent discussion. Afterward, students collaborate to complete exams to evaluate their comprehension of the material and for reflective purposes. Additionally, students are assigned duties and activities that must be completed in groups. The Indonesian Language Department employs project-based learning to facilitate student interactions, demonstrating the collaborative approach to linguistics education. Collaborative endeavors, group discussions, and project-based assignments are among the examples. The collaborative teaching method prioritizes student cooperation and collaboration throughout the learning process.

Table 5. Results of Open Coding and Axial Coding on the Concept of Collaborative Approach in Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
4	Concept of the Collaborative Approach in Linguistics Teaching	Small Groups	Work Groups	Peer Teaching & Peer Learning
		Discussions	Application of Collaborative Approach	Social Interaction
		Collaboration Methods		
		Heterogeneous Groups	Application of Collaborative Approach	
		Discussion and Cooperation		
		Collaborative Methods	Social Interaction	

The English department states that instructors serve as facilitators in the learning process, creating a supportive and positive environment, designing meaningful and engaging tasks, providing feedback, monitoring and supporting student progress, and evaluating student learning outcomes. Students play an active role in language learning, interacting with one another and with instructors, using language for orientation purposes, exploring linguistic features, reflecting on lesson strategies and learning objectives, and taking responsibility for their own language use. Other parties, such as resources, native speakers, mentor experts, peers, parents, and community members, can provide valuable support. Furthermore, instructors facilitate students' understanding of linguistics by providing materials from various sources, both written and in video format. Students are expected to become the center of learning by actively participating in the learning process. Schools or community groups are also expected to provide feedback on students' observational results as learning materials. The Indonesian Language department outlines that the instructor's role includes establishing ground rules for projects, discussions, and assignments, providing constructive feedback, and facilitating students. Students serve as collaborators, working on tasks in groups, actively participating in discussions and assignments, and engaging in active interaction. Additionally, instructors act as mediators, helping to connect new information with existing

experiences and assisting students when they encounter challenges, demonstrating their commitment to learning. Students' roles in collaborative implementation involve developing knowledge or information gained through education and research. Other parties play a supportive role in the collaborative program.

Table 6. Results of Open Coding and Axial Coding on the Roles of Instructors, Students, and Other Parties in the Implementation of the Collaborative Approach in Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
5	Roles of Instructors, Students, and Other Parties in the Implementation of the Collaborative Approach in Linguistics Teaching	Instructor as Facilitator	Instructor as Facilitator and Evaluator	Instructor as Evaluator
		Instructor as Mediator	Student as Explorer	Other Parties as Evaluators & Professional Translators
		Instructor as Provider of Constructive Feedback		
		Instructor as Motivator		
		Student as Explorer	Active Student Participation	Group Discussion Contributor
		Student as Group Discussion Contributor	Other Parties as Motivators	Other Parties as Native Speakers
		Other Parties as Information Providers		Other Parties as Evaluators

Collaboration in linguistics education within the English department can occur at all stages of the learning process in the linguistics class. It includes preparing course materials, group presentation preparation, group discussions, project work, and determining preferred methods, media, and resources. Similarly, the Indonesian Language department considers discussing materials and presenting them and project-based assignments like creating language maps, language-based research, and language teaching essential for enhancing competencies and implementing linguistics.

Table 7. Results of Open Coding and Axial Coding on Collaboration in the Process of Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
6	Collaboration in the Process of Linguistics Teaching	Depth of Material	All Learning Processes	All Learning Processes
		Material to be Presented		
		Group Presentations		
		Group Discussions		

Preparing
Material
Teaching
Methods
Linguistic
Competence
Linguistic
Implementation
Project-Based
Assignments

Linguistic, pedagogical, socio-cultural, and environmental aspects influence the adoption of the collaborative approach in translation education, according to the English department. The impact of instructor mediation, varying student abilities, specialist language, and specific fields of study, such as medical and economic concepts that may require clarification, are all substantial. The Indonesian Language department elucidates that the collaborative methodology in linguistics education is shaped by the subsequent factors: 1) Student preparedness, 2) understanding of the content, 3) techniques suitable for the curriculum, and 4) feedback and resources offered by the instructor. The collaborative implementation is shaped by several factors, including the formation of heterogeneous groups based on student capabilities, the application of suitable technology, the active participation of instructors in delivering necessary support and guidance, the definition of explicit and targeted learning objectives, the establishment of an effective learning framework, the orchestration of the classroom to enhance student concentration and engagement in collaborative learning, and the creation of diverse groups.

Table 8. Results of Open Coding and Axial Coding on Factors Influencing the Implementation of the Collaborative Approach in Linguistics Teaching

No.	Category	Open Coding	Axial Coding	Selective Coding
7	Factors influencing the implementation of the collaborative approach in linguistics education	Instructor mediation	Instructor	Instructor
		Facilities and instructor feedback	Student's linguistic background	Student Competence
		Classroom management	Student Competence	
		Instructor involvement in support and guidance		
		Diverse student abilities	Student Understanding	
		Specialized terms		
		Technology usage ability		
		Skills	Linguistic factors	
		Pedagogical factors		
		Socio-cultural and environmental factors		

Collaboration in translation learning can be integrated with multimedia learning systems. Both departments express that this integration is highly feasible because the collaborative approach in linguistics can utilize multimedia for materials and references in addition to multimedia as a

medium. Multimedia learning can enhance learner interaction significantly. The collaborative approach will be more effective when combined with multimedia learning, as it can improve online and offline collaboration by maximizing the use of media, activity execution, and the collection of student assignments.

Table 9. Results of Open Coding and Axial Coding on Collaboration in Linguistics Learning Integrated with Multimedia Learning Systems

No.	Category	Open Coding	Axial Coding	Selective Coding
8	Collaboration in linguistics learning can be integrated with multimedia learning systems	Highly integrable	Can be integrated	Can be integrated
		Can be integrated with materials and references	Can be integrated with content understanding	Effectiveness in distance learning
		Activity execution and assignment collection		
		More effective when combined		
		As a data source for linguistics learning		
		Technology can enhance effectiveness in multimedia applied in distance learning	Effectiveness in distance learning	

This research was conducted to explore the collaborative model in linguistics teaching using grounded theory methods. The findings reveal the factors that support collaboration in linguistics teaching, the processes involved in classroom linguistics teaching, the principles of linguistics teaching, the components needed in linguistics classes, the implementation of the collaborative approach in linguistics education, and whether this learning can be integrated with multimedia. The research highlights instructors' experiences in managing linguistics teaching by first explaining the concepts of linguistics education. It was found that the experiences shared by different departments regarding linguistics teaching concepts vary significantly. However, through the data analysis process using coding methods such as line-by-line analysis, open coding, axial coding, and selective coding, a collaborative model in linguistics teaching was identified at the Faculty of Teacher Training and Education, Universitas Borneo Tarakan. Among the most important concepts in linguistics teaching are micro-linguistic theory and the use of language for communication. Therefore, it is crucial to study phonetics, semantics, syntax, language, and its structure for effective communication. The principles of linguistics teaching include strategies, methods, and teaching techniques. Appropriate strategies, methods, and techniques are essential when teaching micro and macro linguistics. Language competence is a vital component of linguistics teaching. In linguistics education, language competence is a skill that needs continuous honing, guidance, and training. As translation is an interdisciplinary study, more than a broad understanding is required to become a linguist.

The collaborative approach to translation learning involves teamwork. Teamwork, such as cooperation skills, collaboration with professionals, and joint evaluation, is important in collaborative linguistics teaching in the classroom. Social interaction significantly influences learning outcomes. Additionally, Vygotsky emphasizes the importance of social interaction in helping students achieve a higher level of understanding. Social interactions with those around children can create new ideas and accelerate their intellectual development (Widjajanti, 2008). Instructors, students, and other parties play roles in implementing the collaborative approach in

linguistics teaching: instructors are facilitators, students are explorers, and others are evaluators. Instructors facilitate classroom activities, such as group discussions, by assigning challenging tasks to foster collaboration. Students are given opportunities to present their explorations in front of the class, while other parties can serve as evaluators.

Collaboration in linguistics teaching can occur throughout all stages of learning. It includes providing linguistic concepts, teaching techniques and methods, teaching strategies, and practical linguistics applications, even during assessments. Student characteristics influence the implementation of the collaborative approach in linguistics teaching. Understanding students' character, learning styles, motivation, skills, background, and competencies is essential for successful collaboration, as students play an active role in collaborative learning. Therefore, it is crucial to understand students' characteristics in the classroom. The collaborative model in linguistics teaching can be integrated with multimedia systems. Many media, such as e-learning, multimedia games, Quizizz, and others, can be utilized in collaborative linguistics education. The substantive theory of the collaborative model in linguistics teaching identified eight core concepts: micro-linguistic theory, teaching strategies, methods and techniques, language competence, teamwork, instructors as facilitators, students as explorers, other parties as evaluators, all learning processes, student characteristics, and integration with multimedia.

The collaborative model in linguistics teaching at the Faculty of Teacher Training and Education begins by teaching micro-linguistic theory, the use of language in communication, and language application across various fields. Strategies, methods, and techniques are crucial for effective and optimal linguistics teaching practices. Additionally, students must possess strong language competence to make the linguistics teaching process more meaningful, which requires a high level of understanding. To help students achieve a higher level of understanding, teamwork is essential, as social interaction with those around them can influence their learning outcomes. Collaborative linguistics teaching occurs in the classroom, with instructors acting as facilitators, students as explorers, and other parties as evaluators. Collaboration can happen throughout all learning stages, from introducing linguistic theories to practical applications and even during linguistic assessments, all of which can be conducted collaboratively.

Factors influencing the implementation of the collaborative approach in linguistics teaching include student characteristics. Understanding these characteristics in the classroom is vital for successful collaboration, as it involves recognizing students' character, learning styles, motivation, skills, and backgrounds. Furthermore, all collaborative activities in the classroom can be integrated with multimedia systems. Media that can be utilized include e-learning, multimedia games, Quizizz, and others. The use of multimedia systems can occur from the initial stages by providing theories and concepts of translation to the final stage, which involves assessing translation results.

IV. Conclusion

The following conclusions can be drawn based on the theoretical foundation and supported by data analysis from the research findings. The categories for using the collaborative model in linguistics teaching consist of eight questions that begin with teaching micro-linguistic theory, using language for communication, and applying language in various fields. In linguistics education, strategies, methods, and techniques are essential, ensuring that the practices in linguistics teaching are more effective and maximized overall. Furthermore, students need to have strong language competence to make the linguistics teaching process more meaningful, which requires a high level of understanding. To help students achieve a higher level of understanding, teamwork is essential, particularly through social interaction with those around them, as social interaction can significantly influence students' learning outcomes. Collaborative linguistics teaching occurs in the classroom, with instructors acting as facilitators, students as explorers, and other parties as evaluators. Collaboration can occur throughout all learning stages, from introducing linguistic theories to practical applications and even during assessments, all of which can be conducted collaboratively. Factors influencing the implementation of the collaborative approach in linguistics teaching include student characteristics. Understanding these characteristics in the classroom is vital for successful collaboration, as it involves recognizing students' character, learning styles, motivation, skills, and backgrounds. Additionally, all collaborative activities in the classroom can be integrated with multimedia systems. Media that can be utilized include e-learning, multimedia games, Quizizz, and others. The use of multimedia systems can be applied from the initial stages by providing translation

theories and concepts to the final stage, which involves assessing translation results. The substantive theory of the collaborative model in linguistics teaching identified eight core concepts: micro-linguistic theory, teaching strategies, methods and techniques, language competence, teamwork, instructors as facilitators, students as explorers, other parties as evaluators, all learning processes, student characteristics, and integration with multimedia.

Acknowledgment

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