

Practices Of Collaborative Learning In English Classes

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ABSTRACT

Avoiding the teaching of English as a subject in the far western region, the secondary level has gradually adopted an adaptive language policy and co-constructed learning space where learners are obliged to collaborate with each other while sharing responsibilities for educational outcomes. By taking this collaborative method, it highlights that students are crucial components, and in turn compassion, accountability to both parties, and patience are strongly served. This study investigates the practice of collaborative learning activities in secondary English classrooms, with particular emphasis on teachers' beliefs and practices. Through qualitative data from both educators and students, the article discusses that cooperative learning has significant motivational rewards with regard to student-centric improvements in academic performance. This is also true in English Language Teaching, for which employing these activity learning techniques results in more engaged students who gain a greater understanding of language structure; therefore, learning a second or foreign language becomes a smoother process. This study employed qualitative research methodology to gather data from semi-structured interviews with teachers and students, as well as classroom observation, to provide deep insight into how collaborative learning is applied in practice and its importance for English education. The study also discusses resource limitations and the lack of adequate training for teachers working in these rural environments. We found evidence suggesting that engaging in these joint activities results in interactive classrooms where students use language with greater freedom and meaning. The results indicate outcomes of student-centered teaching strategies that have been endorsed in international research and provide concrete examples of how collaborative learning can be used to enhance language learning performance. These challenges aside, merging learning cultivates an active and inviting classroom climate, benefits academic language, oracy, and strategies, as well as working characteristics, all serving student engagement success.

KEYWORDS :Collaborative Learning, English classrooms, collaboration, analytical reasoning, student participation.

INTRODUCTION

Collaborative Learning, a learner-centered methodology, allows students to work in small groups to solve educational problems. This methodology goes hand in hand with developing students' intellectual thinking capabilities, self-confidence, and personal worth. Group projects are an important educational tool that not only deliver course information but also introduce students to fundamental social skills and critical learning abilities. In Cohen's (1994) discoveries,

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students must accomplish the assigned tasks together, with each making a unique contribution to the group. Collaborative Learning fosters a sense of teamwork and facilitates the achievement of educational objectives and competencies. Group work helps people connect deeply within teams and form a more substantial emotional bond (Yildiz, 2017). Students gain more control over their responsibilities in the learning process by working collaboratively. This method of inclusive learning opens positive opportunities for students who struggle with learning, as it provides a supportive environment, enhancing confidence and helping them attain educational goals.

Collaborative Learning is a learner-centered methodology where students are assigned to smaller groups to accomplish a common objective. These collaborative projects improve students' higher-order thinking skills and increase their confidence and self-worth. Educational experiences are enriched when collaborative projects are used, as they not only help students socially but also enhance their interpersonal skills. In Collaborative Learning, learners attempt to accomplish the prescribed task collaboratively in small groups, with each contributing effectively (Cohen, 1994). This form of learning can greatly benefit students who face challenges with learning activities by providing the chance to work together, gain confidence, and achieve goals. However, maintaining consistent student motivation throughout an entire lesson remains a challenge. English teachers, in particular, are encouraged to use various strategies to address this issue. Collaborative approaches and learner-centeredness should be encouraged to enhance motivation within the English language classroom (Tosun & Yildiz, 2015). Collaborative Learning plays a significant role in life and is applied across various sectors and industries, including education and pedagogy. The purpose of this approach is to help students reach educational goals more effectively through collaboration. Each case described highlights the supportive role of teachers and instructors in fostering collaborative learning and building camaraderie among colleagues. Resources for collaborative teaching and learning are not simply transmitted to students but arise through active dialogue among individuals seeking to understand and apply these concepts and practices (Mitchell, 2013). Research has shown that experiential, interactive, contextually relevant, engaging, and student-directed learning significantly enhances understanding. Collaborative Learning not only enhances academic skills but also develops critical thinking, communication, self-organization, and leadership skills.

Because collaboration among groups improves students' academic abilities and builds both scholastic capacities and self-appreciation, working in teams has the potential to enhance English language education. Collaborative problem-solving allows students to develop a sense of accountability and encourages educational participation among all student groups (Chatterjee & Correia, 2020). However, the implementation of collaborative learning practices in English schools in the remote highland districts of Nepal is still underutilized. Limited educational materials and a lack of guidance for collaborative instructional approaches have hindered the effective application of collaborative learning methods in regular classroom work, which is typically teacher-centered. Presently, research methods do not adequately address or analyze how teachers in these areas face specific needs that lead to greater challenges (Sharan, 2010).

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The gap here is in understanding how to bridge these challenges, and this study aims to address this gap by focusing on secondary English teaching practices in various schools throughout the Dadeldhura district. This research focuses on the current state of collaborative learning practices in Nepalese secondary English classrooms. By coupling an assessment of teaching perspectives with an understanding of the obstacles faced by educators, this study will provide valuable insights into how collaborative learning can improve the effectiveness of education in rural Nepal's educational system. The findings of this research will be beneficial to academic scholars, education practitioners, and policymakers. The results of this study will serve as instructional tools for advanced teaching techniques and as policy suggestions for school administrators aiming to develop collaborative learning approaches. The research aligns with Nepal's educational development plans and learning goals, which focus on the need for student-centered teaching methods that drive educational outcomes and enhance student participation.

This paper reviews how teachers perceive and utilize cooperative English language teaching techniques in their educational practice. It also explores current collaborative learning patterns in secondary English classrooms, investigating effective methods employed by instructors to integrate such activities into their practice. The study thoroughly examines educational approaches and teaching practices to understand their real-world applications and performance factors. The primary research questions explored in this study are: How do secondary-level teachers perceive collaborative activities in their classroom learning environment? and What educator standards are used to guide their implementation of collaborative learning practices in the classroom? This research focuses on interpreting the theoretical underpinnings of collaborative learning and understanding its practical applications, aiming to enhance English language classes. This research primarily investigates collaborative learning in English classrooms at the secondary level in public schools based in Dadeldhura, Nepal. The study specifically focuses on analyzing teachers' perceptions and practices of collaborative learning in this region through narrative inquiry methodologies. Due to time and resource constraints, the results will be context-dependent and may not be generalizable to other regions or educational levels. However, this study aims to identify the challenges and opportunities for implementing collaborative learning in Nepal's mountainous regions and add to the body of research on learner-centered educational methodologies.

Collaborative learning is another term; the method is one of the accepted methods throughout the globe, but there are many challenges in using it in Nepalese English classrooms. The pedagogical approach implemented in general practice is mostly teacher-centered, with traditional ways of teaching, due to the fact that teachers are placed at the center of knowledge rather than providing opportunities for students to interact and discuss. In rural areas, children in particular have no place to use this language, and hence few students take it seriously or perform well. Although collaborative learning is recognized as essential for improving language skills, empirical research in Nepal is limited. Some studies indicate positive impacts of collaborative writing and learning on attitudes, critical thinking, and professional growth among students and teachers (Veramuthu & Shah, 2020). However, a knowledge gap persists in relation

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to the systematic integration of collaborative learning in English language teaching in Nepal, warranting further research and policy support.

Following policies such as the School Sector Development Plan (2016–2023) and the National Education Policy (2076), Nepal's education system has begun to focus on Collaborative Learning. It enables student-centered approaches to tailor learning for students. On the downside, many community schools especially those in rural areas where English teachers tend to be less qualified have trouble providing these opportunities. These policies enshrine basic education as a fundamental right while also providing free secondary and higher education for marginalized sections of society, with cooperative learning as the main driving force. The problem remains in finding, educating, and employing good teachers who can meet curriculum requirements and also create a co-constructive learning environment that promotes individual responsibility, comprehension, and meaningful understanding rooted in theories by Vygotsky, Piaget, and others.

REVIEW OF LITERATURE

Collaborative Learning is an educational method that emphasizes learners working together in groups to solve challenges, share information, and produce written work to enhance skills, particularly in writing. The exchange of ideas, experiences, and viewpoints among students is essential for successful collaboration (Jonassen, 2001). Cooperative learning also involves teaching social skills to improve group performance (Freeman, 2008). Collaborative work encourages learners to use the target language in low-stress environments, boosting motivation (Storch, 2001). In writing classes, activities such as brainstorming, debates, editing, and peer reviews are common. Storch (2002) found that collaborative writing fosters shared responsibility for decisions related to topics, structure, and language, producing more complex and higher-quality texts than those written individually, even if the collaborative texts tend to be shorter (Jacobs, 1998).

The theoretical foundations of collaborative learning rest on dialogue, social interaction, and collaborative decision-making, which promote both individual and collective growth (Vygotsky, 1978). Collaboration involves setting joint goals, sharing responsibilities, and achieving learning outcomes beyond what individuals can accomplish alone (Barfield, 2016). While group work is often confused with collaborative learning, true collaboration requires positive interdependence, where team members rely on one another to reach a shared objective. Collaboration plays a role in inclusive education, stressing the importance for teachers to develop problem-solving and collaborative skills to enhance effectiveness (Smith & Leonard, 2006). These foundations make collaborative learning one of the most effective pedagogical strategies, boosting the self-esteem of both students and educators.

The benefits of collaborative learning are multifaceted. It encourages reciprocal support, engagement, and feedback among learners, leading to constructive challenges to each other's ideas and enhancing motivation. This approach cultivates collective responsibility for the learning process, helping students and educators develop essential skills such as leadership,

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decision-making, communication, conflict resolution, and trust. Collaborative learning has become indispensable in English classrooms, facilitating students' ability to monitor their progress and identify areas for improvement through social interaction and reflection (Woolner, 2012). Moreover, collaborative learning fosters creativity by enabling idea generation through interactions among students and teachers, with English schools promoting it through the "four Ps": projects, peers, passion, and play. Creativity leads the teaching learning experience to a purposeful and pleasurable one, which is an enriching educational experience derived from diverse sources of knowledge and introspection. Drawing on past experience is an essential basis for exploring potential new ideas and deepening deliberations, especially when confronting challenges in educational practice such as studying cross-curricular writing. Although there are many studies, articles, and books devoted to various aspects of collaborative learning and writing continua as a subset of these topics, to date there has been little empirical research that specifically addresses this topic. For example, Prathibarani Veramuthu and Parilah Md Shah (2020) conducted a qualitative study with 32 Form Four students in a school in Klang, Selangor, to examine the effectiveness of using collaborative writing among ESL learners for enhancing their writing skills. They gathered data through a questionnaire and applied statistical tools such as mean, standard deviation, and percentages. The results indicated that students had a positive approach to producing written work, which not only fostered improvement in their writing but also increased learner motivation and involvement in the classroom.

D. Mandusic and L. Blaskovic (2021) examined the effects of collaborative learning on critical thinking skills through qualitative data gathered via questionnaires and focus group discussions in student groups. Their research supported both the advantages and disadvantages of collaborative learning but emphasized that it helps students gain a better understanding of material and develop critical thinking skills for appropriate academic growth. Saud (2018) conducted an ethnographic study as part of teacher education with ten student teachers and two teacher educators at Tribhuvan University, Kathmandu, to explore how learning practices through collaboration in an ELT seminar course impact personal growth, social practice, and professionalism. Saud concluded that cooperative approaches such as this are an important adjunct to working toward broader educational goals of inculcating such attributes in future educators, as also pointed out in Saud (2005).

Addressing a lack of research in Nepal, Bhandari (2022) conducted an experimental study with 50 Grade 12 students to investigate whether collaborative learning contributes to significant growth in English writing among Nepalese learners. He supported the positive effects of collaboration on writing skills, consistent with earlier research by Puchner and Taylor (2006), who suggested that teacher collaboration is essential to improving learning outcomes for both teachers and students, including self-efficacy and critical thinking ability. Parupalli Srinivas Rao (2019) used a mixed-methods approach to study teacher and student roles in collaborative learning. Rao's research indicated that group work in collaborative learning helps students practice English skills through interactive and cooperative processes.

Collectively, these empirical studies strongly support the advantages of collaborative

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learning approaches for improving ESL education. They demonstrate that working with others benefits not only writing and critical thinking skills but also develops social habits, professional growth, and a more positive attitude toward learning. The conclusions are supported by a broad range of methodologies, including qualitative designs, ethnographies, experimental, and mixed methods across diverse geographic and cultural contexts. Together, they point to the pedagogical importance of collaboration, as it encourages active learner engagement, promotes collaborative knowledge construction, and develops essential cognitive and social skills. Thus, these studies help address the lack of empirical work on collaborative learning for ESL development and call for future research in this important area.

EMPIRICAL REVIEW

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METHODOLOGY

Narrative inquiry was proposed as the central framework to analyze the lived experiences of participants while following a qualitative research methodology. Qualitative research was selected because this method has the capacity to extract subjective perspectives and complex realities, enabling it to capture the intricate complexity of human experience something not easily measured or quantified in numerical data. Narrative inquiry was employed as the primary methodological approach, enabling in-depth and complex personal narrative portrayals that help explain how individuals make sense of their experiences within particular sociocultural and educational environments. While other qualitative approaches often rely on themes or categories, narrative inquiry highlights the stories themselves and considers them to reflect the worlds, cultures, beliefs, and values of participants. The aim of this study, therefore, is to provide an in-depth account of how English educators in rural Nepal conceptualize, enact, and experience collaborative learning in their classrooms, capturing not only explicit practices but also the nuanced meanings embedded within their narratives.

The selection of narrative inquiry is also appropriate given the study's intent to go beyond what can be directly observed in terms of behaviors and outcomes while uncovering the meanings embedded within collaborative learning for teachers and students in a specific context. This approach is founded on the understanding that knowledge and reality are co-constructed, developed, and shaped through interactive processes between the researcher and research participants. Data is not extracted solely from the researcher's perspective; instead, a dialogical relationship between researcher and participant allows both to interpret the experiences within a milieu defined by culture and education. This approach recognizes the uniqueness and context-specific nature of stories, listening to each participant's history including personal memories, feelings, and values as well as situational factors such as living conditions, education system background, and local environment. This more holistic view of research offers depth beyond superficial accounts, disclosing insights into social, cultural, and pedagogical processes to further

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our understanding of how contemporary collaborative learning is performed and experienced in rural Nepalese schools. Narrative inquiry brings to the forefront subjective meaning-making, enabling nuanced exploration of what it is like to experience or enact collaborative learning from various perspectives. It also reveals the dynamic forms collaborative learning takes as a social and educational process, underlining its evolving nature while shedding light on challenges in under-resourced settings. Overall, this approach provides a rich understanding of the social and cultural context of rural Nepalese educational systems in relation to collaborative learning practices. We purposefully sampled three secondary English teachers and five secondary students from public schools in the Dadeldhura district of Nepal. Dadeldhura is a rural area with unique sociocultural and educational challenges such as limited resources, remoteness, diverse linguistic structures, and a rich cultural terrain. Our choice of this particular setting was intentional, as it represents a context with significant constraints but also opportunities for innovative educational practices. Our purposive sampling strategy ensured participants were chosen for their direct, active, and consistent practice of collaborative learning pedagogies. The criteria for selecting educators included formal professional qualifications in education, a minimum of five years of teaching experience, and evidence of applying collaborative learning strategies in their instruction.

Similarly, students with evidence of high participation in collaborative learning were invited to participate. Teachers and principals were asked to recommend students who actively contributed to group work, helped their peers collaborate effectively, and were willing to share their experiences. Including students in the study provided a more holistic view of collaborative learning from multiple perspectives, complementing teachers' accounts and enabling exploration from different roles within the classroom. While the sample size was relatively small, it was methodologically appropriate for narrative inquiry, which prioritizes depth over breadth. Limiting participants allowed for detailed accounts of each individual's story, producing richer data and illuminating the complexities of collaborative learning in this context. The study followed strict ethical guidelines. To ensure privacy and confidentiality, personal identifiers were removed and contextual information was disguised to protect identities. This followed Flick's (2018) principles of relevance, selectivity, and continuity in relation to the research question, with appropriate timing of selection and engagement. All participants signed informed consent forms after the study's purpose, procedures, and participant rights were explained. They were informed of their right to withdraw at any time without penalty. The consent process was culturally appropriate and mindful of literacy needs, ensuring participants were fully informed.

Two qualitative data collection techniques were used: semi-structured interviews and classroom observations. This multimethod approach complemented the narrative inquiry framework, which values deep, contextually grounded personal stories. Educators and students were interviewed using open-ended questions, allowing them to describe collaborative activities, their roles, challenges faced, and perceived outcomes. Interviews were audio- and video-recorded with consent, transcribed verbatim, and translated when necessary to retain meaning and cultural nuance. Classroom observations were conducted systematically to capture real-time collaborative activity, including student-to-student interaction, teacher facilitation, communication patterns,

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participation levels, and the overall classroom environment. Observations were carried out in multiple sessions across different classrooms to document variations in teaching style, student dynamics, and collaborative strategies. These observations provided longitudinal insight into classroom practices and helped verify or contrast with interview accounts. Data analysis followed Saldaña's (2016) thematic analysis method, using structured first and second coding cycles. In the first cycle, line-by-line descriptive coding identified concrete units of meaning directly related to collaborative learning. Recurring themes and patterns such as narratives of success or challenges, and contextual factors influencing practice were noted. The second cycle involved interpretive coding, grouping related codes into categories and refining them into overarching themes that captured participants' experiences. This analysis sought to uncover not just descriptions but deeper meanings, associations, and key constructs. The findings were then compared with existing literature on collaborative learning, sociocultural theory, and rural educational challenges, highlighting both areas of agreement and points of divergence, as well as identifying new contributions to the field.

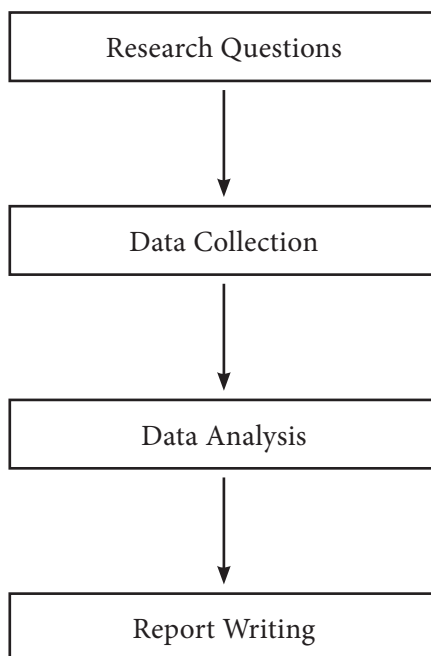


Figure 1: Qualitative research design

RESULTS AND DISCUSSION

The Effectiveness of Collaborative Learning

A collaborative learning is an educational methodology in which students are grouped together to learn and tackle problems, or solve various learning tasks as a group (Vidarthi, 2024). This “interpersonal learning” is not the traditional method of individual-focused learning, and raises questions about how we learn and how school instruction may need to change.

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Voluminous studies furniture collaborative learning, due to the fact that it greatly increases student participation and involvement both important variables for academic success. At the same time, it contributes to both formal academic successes and informal knowledge sharing among peers (Docherty, 2018).

However, the reality is that the effectiveness of collaboration learning as a whole also depends on many other factors. For instance, the effectiveness of a group is highly dependent on what its members do to communicate, give and receive support, and challenge each other. Also significant are the collective tasks assigned as well as the type and level of task co-performed among students (Wu, 2023), and each student's individual sense of responsibility and accountability to the group. Interactive teaching strategies, forming collaborative learning, are believe to be more effective than traditional methods such as those use in conventional instruction especially with technology based applications like mobile learning (Fakomogbon and Bolaji, 2017). Newer studies, however, deepen the focus beyond a mere contrast between individual and group learning outcomes by taking into account the intricate cognitive and social processes governing how group interactions contribute to knowledge construction (Dillenbourg et al., 1996). To magnify the beneficial effects of collaborative learning, educators are recommended to add metacognitive scaffolding guiding students to control their own thinking and build recognition systems that celebrate collaboration and collective accomplishments. However, this is nevertheless a major issue for teachers in managing student cognitive load during group activities as well as maintaining student sustained attention (Khan, 2024).

One participant in this study provided valuable insights into the elements that make collaborative learning effective, highlighting that group learning produces benefits by involving students actively in classroom talks, teamwork, and problem-solving tasks. This active involvement moves students beyond passive reception to deeper cognitive engagement. When these collaborative approaches are combined with experiential learning methods which emphasize learning through direct experience they help foster heightened motivation and better retention of information. This finding aligns with Khan (2024) and Wu (2023), both of whom emphasize the motivational and academic advantages that stem from students' active participation in collaborative settings. The study further revealed that working together on problem-solving and assignments encourages students to adopt more engaged learning behaviors. This collective engagement creates a more immersive and inclusive learning environment, strengthening intellectual comprehension through dialogue, negotiation, and cooperative effort. Students benefit from collaboration by jointly addressing challenges before submitting their work, which enhances enjoyment, social interaction, reflective thinking, and deeper understanding of the material (Vidyardhi, 2024). Another participant reinforced these findings by pointing out that project-based group learning actively involves students in assignments and conversations, helping them grasp concepts and apply knowledge with critical thinking, leading to improved academic outcomes (Wu, 2023).

A participant in this study explained the factors of cooperative learning making it an active tool of learning through including students in classroom discussions, teamwork and problem-

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solving activities. This active touch moves students from passive receiver to a thoughtful processor. These participatory models, coupled with holistic practice methods (where experiential learning which is learning through reflection on doing) result in increased motivation and information retention. This result also supports the unavailable findings of Khan (2024) and Wu (2023), who found that students were motivated to do well academically due to their participation in collaborative work. And the way respondents interact with each other and solve problems, like working together to complete tasks, can promote greater engagement in learning for students as well, according to the study. This shared learning experience takes the form of a more engaging and interconnected environment conducive to intellectual understanding in dialogue, debate and cooperatively. Collaborative efforts, by working together on these written problems and coming up with the solution before turning in their work, can reinforce fun-factor, social aspects of learning, reflective depth of thought and a deeper understanding of the material (Vidyarthi, 2024). This participant further confirmed these results as he indicated that group learning through projects increased student participation in assignments and discussions, thus promoting conceptual understanding and knowledge application through critical thinking would result in enhanced academic performance (M.S Wu, 2023).

The fourth student stressed on the significance of group discussions and collective problem-solving which were identified as necessary features for successful active learning. Not only do these experiences allow for creativity and teamwork, they sky-rocket academic success. In these collaborative environments, students work independently and collaboratively at the same time with peers interaction to create a culture of innovation cultivation and develop teamwork. This is in line with the conclusions drawn by Khan (2024) as well as Docherty (2018), all of whom emphasize the empowering nature of such practices. The fifth participant explained: “conceptual change and collaborative learning are not spontaneous; it does require an organizational approach that allows students to discover patterns of information and experiences which lead them to move from being passive recipients of data to becoming involved requires almost as much as a step by step process”. This is important, because doing work in groups not only hones these real-world skills but also deepens the already present mastery of the content. These findings are consistent with the conclusions from Fakomogbon and Bolaji (2017) which indicate that collaborative learning has been a successful strategy used in mobile-based online learning environments as well. In addition, participants argued that collaborative learning promotes responsibility, since students are responsible for submitting assignments together and, also in the same way sharing knowledge. This accountability cultivates a new genre of learning which is driven by student initiative, thus rendering methods of collaboration relevant and effective. When ideas and efforts are shared in creative collaborative spaces, it leads to mutual achievement of the educational goals. A well-constructed, workable tasks increases the collaborative dividend of instructional design. Wu et al., 2023; Dillenbourg, et. According to Boud (1996), collaborative learning is most valuable when supported by metacognitive strategies that support students in regulating their cognitive and social involvement.

Comparing Traditional Teaching and Collaborative Learning Activities

In particular, I have found that collaborative learning activities yield much greater benefits, especially in introductory courses, not only improving student success but also making students more participatory and engaged within the classroom. A common practice in contemporary educational methodology is the use of group-based projects enriched with digital technologies such as simulations and online platforms, leading to interactive configurations characterized by a bidirectional character (Avouris et al., 2010). In these group projects, students work together to complete common tasks, thereby sharpening their knowledge in a certain area while also improving soft skills such as teamwork and communication. Specifically, simulations provide controlled experiential environments where learners can manipulate and explore course concepts in real time a process repeatedly demonstrated to produce deeper understanding. In addition to these online components designed for interaction, such as discussion forums, glossaries, and wikis, digital tools help extend collaborative opportunities beyond the traditional classroom space so that students can continue to communicate with each other and instructors throughout the development of their knowledge.

Commenting on this, a participant in our research study noted that traditional teaching methods are heavily teacher-centred and do not provide students with the opportunity to be actively engaged; however, collaborative practices promote participation, which in turn fosters more active learning. This observation exposes the difference between the passive, teacher-led nature of instruction and a collaborative, interactive, student-driven way to learn. In traditional learning, students are more or less passive, waiting for the teacher to bring them new information or skills. Collaboration-focused strategies, on the other hand, involve students in learning, encourage exploration of ideas, motivate critical thinking, and promote better student engagement (Patel et al., 2021).

Another participant pointed out that traditional classrooms may limit diversity and engagement among students due to teacher dominance. This restrictive environment reduces opportunities for students to share ideas or work collaboratively on solutions. In contrast, collaborative learning encourages open discussion, unified work, and student ownership of learning. This shift challenges the traditional model of teaching, creating a classroom culture where students feel more engaged and empowered in their learning (Patel et al., 2021).

A third participant said that traditional instruction is often delivered with the teacher as lecturer and students listening passively, reducing participation and diminishing learning opportunities. The problem with this one-way communication model is that students have few chances to interact or critically engage with content or peers. Collaborative learning models address this by encouraging student-centered group activities where learners compare ideas and solve problems collectively. Such interactive experiences not only deepen discipline-related understanding but also promote teamwork and problem-solving skills (Tarmizi & Cheung, 2017).

Respondent four explained that collaborative learning fosters creativity, teamwork, and confidence values often stifled in conventional lecture-based classrooms. Even so, the prevalence of traditional pedagogical approaches stands in stark contrast to collaborative learning

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environments, which deliberately reinforce creative thinking patterns and encourage thoughtful contributions both to the material and to peers. Such enhancement of learning leads to better academic results (Tuncay, 2013).

Traditional classroom environments usually provide few opportunities for student inquiry, self-expression, and collaboration, all of which are fundamental to deep learning. Conversely, learning as a group promotes relationship building and collaborative knowledge construction, fostering mutual support throughout the educational experience and respect among learners (Patel et al., 2024; Rubin & Hebert, 1998; Terenzini et al., 2001). For example, one participant said that traditional approaches resulted in passive learners who lacked important skills, whereas collaborative learning provided students with active social contexts where they could develop leadership, problem-solving, and communication skills. By incorporating more practical scenarios, students are better prepared to approach real-world problems while gaining transferable skills for lifelong learning and employability (Rubin & Hebert, 1998).

Collaborative Efforts in Secondary Education

Furthermore, secondary collaborative activities do more than contribute to increased academic achievements; these experiences also help build communication and teamwork skills (Govindarajoo et al., 2023). Those skills are key not only for success in school but also for enabling students to work together productively in college and the real world. Studies in this domain have shown that the role of teachers as facilitators, student-group dynamics, and students' willingness to collaborate influence outcomes (Koschmann, 2004). Considering only students with homogeneous learning styles when forming study groups can be counterproductive, as such grouping may unintentionally limit diversity of opinion and thereby constrain the scope and depth of cooperation (Lara-Muñoz, 2017). This means that the organization and management of groups is important. Consequently, the use of collaborative-teaching methods depends largely on teachers' ability not only to design and carry out group work in a well-planned manner but also to monitor and adapt these structures as students' needs and engagement evolve (de Jong, 2022).

This study reveals a range of perspectives from students regarding group activities in the classroom. One participant stated that working in teams gave them confidence, increased their involvement as learners, and improved cooperation through discussion. This aligns with a broader understanding that while group-focused learning leads to academic success, it also strengthens social and communication skills. These views are consistent with Govindarajoo (2023) and Pradhan (2021), who noted that collaborative learning among students positively affects both academic achievement and communication skills. Such collaborative spaces enable two-way communication of knowledge between the learner and facilitator, making learning a dynamic and interactive experience rather than a one-way transfer of information. This two-way interaction encourages active student participation while also developing social and interpersonal skills that are essential for personal growth and teamwork (Govindarajoo, 2023). Another respondent explained that collaborative learning activities motivate students to overcome obstacles and work toward common goals, reinforcing both foundational understanding and

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practical skills in communication and teamwork. This finding supports research by Tarmizi and Cheung (2017) and Pradhan (2021), which emphasizes group work as a means to facilitate cooperative learning and improve communication skills.

The fourth student noted that collaborative learning is a pedagogical approach that shifts the instructional focus from the teacher to student involvement, allowing learners to collectively share ideas and work as a group. This change not only motivates students but also stimulates learning and fosters self-esteem, leadership, and problem-solving ability. The result agrees with the studies of Rubin and Hebert (1998) and Govindarajoo et al. (2002), as well as Pearson and Moomaw (2006, 2023), who advocate for critical thinking as a core element in the development of high-quality cognitive learning modalities within collaborative environments.

The fifth respondent discussed the potential of collaborative learning to promote peer-to-peer knowledge sharing and social learning, both of which are important for building specialized knowledge and interpersonal skills. Another noted that cooperation and real-world examples were integral to enhancing students' social skills and practical knowledge. These observations align with Lara-Muñoz (2017) and Voyiatzaki et al., who noted positive links between learning preferences and cognitive development. Finally, one participant reported that collaborative learning keeps the learning process active by engaging students in shared participation and idea exchange. This fosters greater engagement, better communication, and an emphasis on creativity and collaboration. These findings resonate with Tuncay (2013), who emphasizes the value of confidence-building through collaboration, and Jong (2022), who notes that active teacher engagement is essential for effective collaborative learning processes.

Transforming English Language Classrooms through Group Activities

The accounts of participants here show how the process of collaborative learning helps to enubrate the English classrooms by creating a distinct lineage from the passive rote learning that occurs in teacher-centric instructional settings. One educator explained their engagement journey and how the introduction of group work completely changed the classroom environment. They found that students who had previously sat quietly and passively began expressing their own thoughts and solving problems as a group during discussions. This shift from teacher-delivered instruction to a more student-centered collaborative approach not only increased motivation but also significantly improved problem-solving skills.

One student argued that in previous traditional classrooms they were mere listeners—reading and listening but in a collaborative learning environment they were required to share opinions, debate, and discuss with friends, feeling more involved in their courses throughout. The move toward active engagement over passive reception created a new level of motivation and improved academic performance by encouraging interaction and peer learning. Likewise, another teacher observed substantial change in students who had been silent and disengaged; these students were now taking leadership roles in group activities. This active learning contributed to critical thinking, communication, and teamwork skills. She explained that the interactive nature of these methods pushed students to articulate their thoughts clearly and respectfully, creating a supportive, welcoming, and inclusive environment where everyone had a voice.

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A fourth respondent, a student, also mentioned role-play and group work as valuable experiences that encouraged them to make lessons better and more relevant. They reported being more motivated to attend school when engaged in group activities and written assignments. Another student echoed this, noting that they had grown in confidence and improved their English language use through team projects. They described a sense of communal Bhavana a shared bond among students that encouraged wholehearted participation and enriched the learning experience.

In sum, these narratives show how participation in collective learning significantly increases student involvement in teaching activities while building skills such as communication, leadership, and problem-solving. This supports findings by Khatri and Rao (2019), who identified collaborative learning strategies as a main driver of improved academic performance. More importantly, collaborative learning places students in charge of their own education, making them active participants rather than passive observers. It enhances academic achievement while fostering personal and social development. Collaboration allows students to consider new perspectives, build relationships, and develop a deeper sense of ownership in their learning.

To summarise, the impact of collaborative learning in English classrooms appears transformational according to both educators and students. Their shared experiences endorse teaching and learning approaches that bring classrooms to life, creating an environment that is more inclusive, interactive, and engaging than a teacher-centered curriculum can offer. Other research confirms this trend, as Yaqoob and Rasid (2023) note the multiple academic, communicative, and social benefits achieved when students work together in a classroom.

CONCLUSION

This collaborative structure in English classes makes the English classes exciting, as students are active and participate in problem-solving and looking for solutions. Interactive learning through structured group discussions and collaborative activities for practical problem solving replaces one-way classroom lectures used in the traditional instruction method to teach teachers. Teaching methodologies that encourage such behavior result in better grades and prepare students to develop leadership skills, critical thinking, the ability to work through uncertainty, and effective communication. The study shows that through collaborative learning approaches, students gain confidence to be creative, become more self-assured, and improve their language capabilities while also promoting diversity. Teachers act as conductors of these activities; they orchestrate the tasks, create streamlined methodologies, and establish beneficial spaces for student interaction. While traditional educational principles remain a clear barrier, coupled with a lack of resources, teachers seek professional training to improve the execution of collaborative procedures. In light of global academic evidence, this research study shows that student outcomes improve significantly with active participation in cooperative learning strategies. Educational professionals and policymakers can use this study to understand how teaching teams work collaboratively in classrooms. In both teacher and student contexts, Nepal has a learning environment based on collaboration that can be leveraged to transform

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underfunded rural English teaching into learning spaces that support not only student academic success but also future occupational achievement.

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