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Collaborative Learning in English Classrooms

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ABSTRACT

This study explores the effectiveness of collaborative learning in secondary English classrooms in Nepal's far-western region, focusing on teacher perspectives and student experiences. Collaborative learning fosters active student engagement through shared responsibility, teamwork, and problem-solving. Qualitative methods, including semi-structured interviews with educators and students and classroom observations, were used to gather data. Findings reveal that collaborative activities enhance student motivation, language acquisition, and communication skills by promoting meaningful interaction and participation. Despite challenges such as limited resources and insufficient teacher training, the implementation of collaborative strategies creates dynamic and inclusive learning environments. Students working together on language-related tasks demonstrate improved understanding of language structures and higher levels of engagement. Teachers noted that these methods promote analytical reasoning and practical language application, even in under-resourced settings. The study supports global research advocating for student-centered pedagogy and highlights collaborative learning as a powerful approach in English language instruction. It concludes that, when well-implemented, collaborative techniques not only improve academic outcomes but also foster a positive, interactive classroom culture conducive to language development.

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 the student's intellectual thinking capabilities, self-confidence, and personal worth. Group projects are an important educational tool that not only delivers course information but also introduces students to fundamental social skills and critical learning abilities. In Cohen's (1994) discoveries, students must accomplish the assigned tasks together, with each making their unique contribution to the group. Collaborative Learning fosters a sense of teamwork and facilitates the achievement of educational objectives and competencies. According to Yildiz (2017), group work helps people connect deeply within teams and form a more substantial emotional bond. Students gain more control over their responsibilities in their learning process by working collaboratively. This method of inclusive Learning opens up positive opportunities for students who struggle with learning, as it provides a supportive environment, enhancing their confidence and helping them attain their educational goals.

Collaborative Learning is a learner-centered methodology where students are assigned to smaller groups to accomplish a common objective. These collaborative projects are found to 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, while each has to contribute effectively, as Cohen (1994) maintains. This form of learning can greatly benefit those students who face challenges with learning activities by providing them the chance to work together, gain confidence, and achieve their 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. According to Tosun and Yildiz (2015), collaborative approaches and learner-centeredness should be encouraged to enhance motivation within the English language classroom.

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 of the cases 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 the 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, as such, not

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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). 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 both 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 its 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.

LITERATURE REVIEW

Defining Collaborative Learning

Collaborative Learning is a method that emphasizes how learners can work in groups of two or more to solve educational challenges together. It promotes the exchange of information and the production of new written works to enhance writing skills. According to Jonassen and Kwon (2001), the exchange of ideas, experiences, and viewpoints among students is essential for successful collaborative learning. As Freeman (2008) and Jacobs (1998) point out, cooperative learning also involves teaching students social skills to enhance their performance in group work. Storch (2001) suggests that such work encourages learners to use the target language more in a low-stress context, which, in turn, boosts their motivation to learn. Collaborative Learning, particularly in writing classes, can be used in activities like brainstorming, debates, editing, and peer reviews. Storch (2002) found that collaborative writing fosters shared responsibility for decisions on writing topics, structure, and language, resulting in texts that are more complex and superior compared to those written individually, even if the collaborative texts tend to be shorter.

Theoretical Foundations of Collaborative Learning

Through dialogue, social interaction, and collaborative decision-making, Collaborative Learning effectively enhances both individual and collective development, as well as co-constructed meaning and knowledge (Vygotsky, 1978 in Barfield, 2016). According to Barfield (2016), collaboration involves setting joint goals, transferring responsibilities, and achieving learning outcomes that exceed those of individual, isolated work. Collaborative Learning is considered one of the most successful pedagogical approaches to augment the self-esteem of students and educators alike. However, it is important to note that group work is not necessarily synonymous with Collaborative Learning. Effective collaborative learning involves exercises that promote positive interdependence, where team members depend on one another to achieve a shared goal. Smith and Leonard (2006) discuss the role of collaboration in school inclusion, highlighting the need for teachers to develop collaborative and problem-solving skills, which significantly contribute to effective education.

Benefits of Collaborative Learning

Collaborative Learning results in reciprocal support, engagement, and feedback within a group of learners, where students challenge each other's ideas. This dynamic significantly enhances teaching and motivation within the group. It fosters a collective responsibility toward the learning process, benefiting both students and educators. As a result, students develop essential skills such as leadership, decision-making, communication, conflict resolution, and trust. The advantage of this method is its ability to help students achieve educational goals through collective efforts. Collaborative Learning, along with its associated methods, has become indispensable to the English classroom, making it a key component of the educational field. Furthermore, it enables students to assess their own progress and identify areas for improvement in a sustained collaborative environment. The principles of social interaction and reflection play a crucial role in helping students achieve these objectives (Woolner *et al.*, 2012).

Enhancing Creativity through Collaborative Learning

Collaborative Learning fosters creativity through interactions among students and between professors and students in English classrooms. In solitary study, a student may struggle to generate ideas. From the outset, learning is intrinsically linked to creativity, which arises from absorbing various forms of knowledge, ideas, and emotions, including personal introspection and cognitive processes. Creativity is not confined to childhood games and extracurricular activities; it is vital across various aspects of life. The synthesis of information through creativity brings joy and meaning to the educational experience. English schools promote collaborative learning through the "four Ps" of Creative Learning: projects, peers, passion, and play.

Challenges in Implementing Collaborative Learning in Nepalese English Classrooms

Collaborative Learning is favored in English schools around the world because it enhances the efficiency of the teaching and learning process. However, in Nepal, particularly in English language education, the practice of collaborative learning is minimal. Teachers in Nepal are often seen as the leading authorities of knowledge in both public and private institutions, making it difficult for students to engage in discussions and interactive learning. This issue arises because the pedagogical approach in many Nepalese classrooms remains focused on dictation and traditional teaching methods. Most students, especially those in rural areas, do not have frequent opportunities to use English in practical settings, resulting in low engagement and participation in the classroom. These learners often struggle to acquire the English language effectively under the existing teaching methods.

In other words, Collaborative Learning needs to be incorporated into the English classroom to allow students to actively use existing knowledge to generate

new ideas and solve problems. Although the importance of collaborative learning has been addressed in various studies, empirical research on the specific challenges faced in Nepalese classrooms is scant. The subsequent sections will analyze prior research efforts and provide empirical evidence related to collaborative learning in English classrooms.

Empirical Studies on Collaborative Learning

Several studies have explored the effectiveness of collaborative writing in improving the writing skills of secondary school students in ESL (English as a Second Language) classrooms. One such study was conducted by Prathibarani Veramuthu and Parilah Md Shah (2020) using a qualitative methodological framework. The study, conducted in Klang, Selangor, involved 32 secondary school students. A questionnaire was administered to collect data, which was then statistically analyzed using mean, standard deviation, and percentage methods. The findings indicated that students had a positive attitude toward collaborative writing.

Mandusic and Blaskovic (2021) conducted a study to identify the pros and cons of collaborative learning, exploring its influence on critical thinking. The research involved students who participated in focus group discussions, and a questionnaire was used to gather data. The study highlighted the positive impact of collaborative learning on students' critical thinking abilities.

Saud's 2018 study on implementing collaborative learning practices in teacher education highlighted that implementing the ELT seminar course had a significant influence on educators' personal development, social interaction, and professional growth. The research used ethnographic methodology and involved 10 student teachers and two teacher educators from TU Kathmandu. Through collaborative learning methodologies, educational objectives were achieved, and the study emphasized the importance of collaborative learning in professional development.

Bhimlal Bhandari (2022) empirically analyzed whether collaborative learning improves English writing skills. His study, which involved 50 twelfth-grade students, used an experimental design and observed significant improvements in students' writing abilities through collaborative activities. Despite these positive findings, there remains a significant gap in the research examining how collaborative learning practices can be more systematically integrated into English language training in Nepal.

Collaborative Learning and Constructivism

Parupalli Srinivas Rao (2019) discussed the roles of teachers and students in collaborative learning. His study emphasized that collaborative learning would undoubtedly enhance the skills of English language learners. The study used a mixed-methods approach, focusing on constructivism, which emphasizes the interactive nature of education and encourages students to enjoy autonomy and active participation. According to Vygotsky, Piaget,

Dewey, Vico, Rorty, and Bruner, learners must play an active role in constructing their knowledge.

The concept of constructivism also aligns with the notion that knowledge acquisition is an active process where learners build upon their preexisting knowledge. Tabber (2006) highlights that knowledge acquisition in the constructivist approach is undertaken by the learner themselves rather than being externally imposed. It also emphasizes the importance of recognizing learners' existing cognitive frameworks to make new learning meaningful and relevant.

Policy Implications for Collaborative Learning in Nepal

Nepal's education system, through the SSDP (School Sector Development Plan, 2016–2023), has policies and provisions that emphasize the need for collaborative learning activities. These provisions aim to better align instructional inputs with students' needs and learning preferences. However, the current situation in many community schools, especially in rural regions, reveals a deficiency in English language proficiency among teachers, which impedes the implementation of collaborative learning practices. The ongoing challenge is the lack of proficient English teachers in many schools, which is compounded by the need to recruit and redeploy teachers to meet the demands of the curriculum.

The right to education is enshrined in Article 31 of the Nepal Constitution, guaranteeing every Nepali citizen access to basic education. The government further ensures cost-free secondary and higher education for disadvantaged groups, such as persons with disabilities and economically backward individuals. Collaborative Learning is a key strategy emphasized to help achieve these educational goals. The government's National Education Policy (2076) provides a comprehensive framework for educational development, which includes fostering student-centered teaching methods such as collaborative learning.

MATERIALS AND METHODS

Research Approach

This study adopted a qualitative research approach, specifically narrative inquiry, to explore the lived experiences of participants. The rationale for selecting this methodology is its ability to provide an in-depth understanding of English educators' experiences with collaborative learning within the sociocultural context of rural Nepal. Narrative inquiry, as a qualitative method, emphasizes the co-construction of knowledge, where insights are drawn from individuals' personal values, lived experiences, and the contextual elements surrounding a given situation. Through this lens, the study examines how both educators and learners perceive and engage with collaborative learning, focusing on the subjective meaning-making process involved in their interactions and practices.

Participants and Sampling

This study involved three secondary English educators

and five secondary students from public institutions in Dadeldhura district, Nepal. A purposive sampling method was employed to select participants who had direct experience with collaborative learning approaches. The educators were chosen based on their qualifications, current teaching experience, and active involvement in collaborative instructional practices, while the students were selected for their active participation in collaborative learning activities.

The smaller sample size was intentional to allow for a rich, in-depth exploration of participants' lived experiences, which is central to the narrative inquiry approach. In order to protect participant privacy, identifying information was excluded, and pseudonyms were used for all individuals involved in the study. The selection process was aligned with the criteria outlined by Flick (2018), focusing on the relevance of participants' experiences, the timing of the study, and the alignment of the study's objectives.

Informed consent was obtained from all participants prior to data collection. Additionally, participants' educational and cultural backgrounds were recorded to provide necessary context for understanding their experiences and perspectives within the study.

Data Collection Methods

This study employed multiple qualitative data collection methods to gather rich and comprehensive data, including semi-structured interviews and classroom observations. These methods were selected to ensure an in-depth exploration of the participants' lived experiences with collaborative learning, in line with the narrative inquiry approach, which emphasizes understanding individuals' personal stories and experiences.

Semi-structured interviews were conducted with both educators and students to explore their experiences and perceptions of collaborative learning. The semi-structured format allowed flexibility, enabling participants to share their stories and reflect on their experiences in their own words. The open-ended nature of the questions encouraged participants to provide detailed accounts of their involvement in collaborative learning activities, and subsequent probing questions allowed the researcher to explore specific aspects of their narratives in greater depth. This approach facilitated a deeper understanding of how participants engage with and perceive collaborative learning in their classrooms. To ensure the precision and accuracy of data interpretation, all interviews were videotaped with the participants' consent, transcribed verbatim, and translated as necessary.

In addition to the interviews, classroom observations were conducted to provide further insight into the real-time dynamics of collaborative learning in the classroom. These observations allowed the researcher to witness the actual application of collaborative learning strategies, including the interactions between students, the role of the educator, and the overall classroom environment. The focus of the observations was to evaluate teaching practices, student engagement, and peer interactions

during collaborative learning activities. This data helped contextualize the personal narratives shared during the interviews and offered a holistic understanding of how collaborative learning is implemented in practice. Observation sessions were conducted regularly to capture variations in teaching methods and learning patterns over time, ensuring a comprehensive understanding of the dynamics within the classroom.

These combined methods of semi-structured interviews and classroom observations enabled the researcher to gather a rich and detailed dataset, facilitating a nuanced understanding of the participants' experiences with collaborative learning. The triangulation of these data collection methods provided a well-rounded perspective, allowing for a thorough interpretation of how collaborative learning is perceived and applied in rural Nepalese schools.

Data Analysis

Thematic analysis was applied to the research using Saldaña's (2016) first and second coding cycles to identify

the main themes and patterns from the collection data. The first set of coding focused on analyzing transcripts, observational notes, and written responses to discover patterns of collaborative learning obstacles and successes. This allowed recurring themes from participant experiences to be discovered. In the second coding cycle, the categorized data went through thematic analysis to obtain a far-reaching understanding. Then, themes were examined for implications with previous findings and theoretical views to bolster the interpretations of the study and relate them with the existing literature.

Many validation procedures were used in the study to ensure its credibility and reliability. Because participants were allowed to verify that the researcher correctly represented their experience, member verification was performed. Analysis of triangulated data gathered from interviews, classroom observations, and written responses via triangulation helped keep the researcher bias at the minimum while further strengthening the reliability of the findings. Additionally, a dense description provided additional contextual information so other researchers

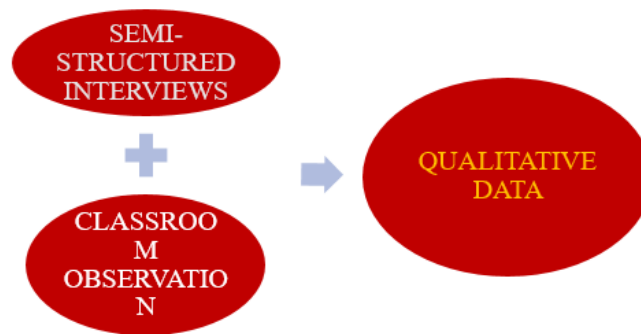


Figure 1: Qualitative research design

could assess the transferability of those findings to a similar educational environment. These measures would ensure that the findings were credible, reliable, and relevant to broader discourses of collaborative Learning in secondary English classrooms.

RESULTS AND DISCUSSION

Effective Collaborative Learning

Collaborative Learning is one of the educational practices that employs student groups working together to address problems or achieve an educational outcome (Vidyanthi 2024 & Paul & Kundu 2021). According to academic research, collaborative Learning brings an increase in student engagement outcomes as it simultaneously increases the academic achievements and informal information-holdings (Khan, 2024; Docherty, 2018). Collaborative Learning has its effectiveness contingent on group dynamics, individual accountability and task characteristics (Wu, 2023; Soller *et al.*, 1998). In the opinion of Fakomogbon and Bolaji (2017), Interactive instructional approaches are more effective than conventional approaches for use in mobile learning contexts. However, with more recent research, it is no longer a simple comparison between collaboration

and individual Learning but the mechanics behind groups' influence (Dillenbourg *et al.*, 1996). Education professionals need to implement metacognitive training utilizing team-based recognition systems to maximize the collaborative learning outcome. However, they struggle to regulate students' cognitive strain and keep them engaged (Khan, 2024; Wu, 2023).

In my first subject about cooperative Learning in research, he described his explorations on what makes collaborative Learning effective. The research participant did find that collective Learning yields advantages during the educational process through buying students actively engaging in classroom discussions, team tasks and problem-solving activities. Experiential learning strategies are combined to produce active student engagement and better knowledge storage. Collaborative Learning facilitates active student participation in their education through conversations, group work, and problem-solving exercises. Hands on activities lead to students actively participating in the study and giving better results when memorizing data. Based on Khan (2024) and Wu (2023) both support the motivational and academic advantages in terms of students' active engagement in collaborative Learning.

The research revealed that collaborative problem-solving and assignment completion approaches instill active learning approaches in the students. The collaborative method improves student performance by being more inclusive and immersive, enhancing their intellectual understanding. Students collaborate in learning approaches since they cooperate to solve mutual problems before submitting assignments. Because of this, an active learning approach during pre-World War 2 enhances both fun and interaction in the learning circle, and reinforces critical thinking skills and deeper conceptual understanding. In linking to student engagement as a significant condition for effective student learning, it resembles Vidyarthi (2024) and Paul and Kundu (2021).

The third study participant admitted that team-based Learning makes the students actively engaged in the project work as well as team assignments and discussions. This dimensional process allows students to understand the concept and use the knowledge with their critical thinking power, thus leading to greater learning outcomes. Active student participation is central to collaborative learning models that include work-related activities together with group conversations. The process strengthens students' understanding of concepts together with knowledge application and reinforces critical thinking skills to produce an enhanced learning process. According to Wu (2023) and Soller *et al.* (1998), the learning process becomes successful when group interactions align with individual accountability.

The fourth respondent indicated collaborative learning classwork, as well as collaborative discussion and mutual problem solving, as essential elements of student participation in collaborative Learning. Also, how the hands-on Learning is applied fosters creativity and teamwork, and other ways to lead to excellent academic results. Students participate in activities that include peer exchange and group problem-solving while performing individual tasks as a part of collaborative Learning. The practical method allows the students to be creative and collaborate to produce better academic results. Lastly, the results by Khan (2024) and Docherty (2018) show how group work has more advantages for students' academics and motivation.

The fifth participant showed how collaborative Learning helps the participants experience the successful steps and pass it on to the students, making them move from just hearing the content to involvement in it. Working together, students will hone their problem-solving and communication skills while in deep knowledge of their material. Instead of passive listening, active engagement replaces the teaching method of collaborative Learning. This is because students have a greater understanding of topics taught in academia, and they work enhanced problem-solving skills and excellent communication skills through collaborations. According to Fakomogbon and Bolaji (2017), collaborative techniques produce better results in various settings such as mobile learning environments.

However, the interviewee said that collaborative learning results in student accountability for their education as the students are held responsible for completing shared tasks and sharing knowledge. Better student learning is a practical approach to instruction since it is a more efficient way of acquiring knowledge using student interest. In creative Learning, students join their ideas and tasks during the knowledge exchange and therefore the educational objectives can be achieved equally. The operational and realistic instructional designs help to improve learning using the method. Wu (2023), aligned with Dillenbourg *et al.*'s (1996) perspective, shows that collaborative Learning is effective solely when teamwork and metacognitive learning strategies are involved.

Traditional Methods of Teaching Compared to Collaborative Activities

Collaborative learning activities in beginning courses are highly beneficial for students because they improve their educational outcomes and classroom participation. Simulations and online learning components are incorporated through educational techniques that combine group work, making education interactive and multidirectional for students (Avouris *et al.* 2010, 2010; Bernstein *et al.* 2002). In group projects, students collaborate to achieve an objective, which contributes to refining both academic competencies and collaboration and communication skills. Simulations provide an interactive, experiential learning environment in which students, through practice, investigate concepts in a regulated practical context, strengthening their understanding of such concepts. Discussing forums, glossaries, and wikis are technology-facilitated interactions that enable students to work together even further beyond the physical classroom by making educational materials accessible.

As articulated by one of the research participants, the first is that traditional approaches are mainly teacher-centric, and it is impossible for a student to be an active participant in the learning process compared to collaborative activities' since they increase participation, hence benefits to students. Generally, traditional approaches are student-passive and directed primarily toward the instructor, so there is not much scope for student involvement in the educational process. On the other hand, collaboration-focused activities afford students active involvement in Learning, which is an advantage that students reap with collaborative activities and traditional forms of Learning include passive absorption of information by students (Patel *et al.*, 2021); nonetheless, collaboration-oriented activities encourage active participation and critical analysis (Rubin & Hebert, 1998).

However, another participant added that teachers tend to dominate the classroom in conventional classroom environments with very limited or considerable student engagement, creativity, and interaction. On the contrary, collaborative activities foster the participation of students, where they can work together, share ideas, and be accountable for their Learning. In conventional

classrooms, teachers have full control, starving students' experiences, creativity, and opportunities to interact with each other, the teacher, and the Learning material. On the other hand, collaborative activities encourage active student participation and are in direct conflict in its very conception with the idea that the instructor has a monopoly on the classroom and, in doing so, restricts such activities completely. However, activities that encourage collaboration encourage active participation; as students collaborate, they share ideas, accept responsibility to learn, and actively engage (Patel *et al.*, 2021).

In traditional teaching methodology, the third participant claims that the instructor takes centre stage as they deliver lectures that the students listen to passively. Such unilateral communication hinders the learning process among students by limiting them in their active participation. Student engagement becomes a focus point in all collaborative activities where students work in groups, exchange ideas, and find solutions together. Besides aiding their Learning, they become more critical, in a positive sense, and build collaboration and communication skills very much lacking in traditional approaches. Particularly, collaborative Learning is linked with the development of critical thinking and teamwork. Tarmizi and Cheung (2017). Furthermore, he stresses collaborative activities as they helps in developing teamwork, communication and problem-solving solving as mentioned in Tarmizi and Cheung's research on skill development through collaborative methods.

The fourth respondent pointed out that collaborative educational activities foster the development of students' learned creative and teamwork skills and confidence, which they then apply to enhance their involvement in Learning. In the lines that follow, he stated, that despite that instructor led pedagogies still prevail form of traditional teaching methods, the students in such sessions also remain primarily passive. School of Design's inviting children to participate in the class instead of being limited to interacting, asking questions, or sharing ideas hinders children in the primary class ... Students are active participants of the education process in activities of Learning that fit the collaborative nature. Students have the opportunity to collaborate and work with each other while sharing opinions on course material and coming together to complete assignments. By taking the creative thinking approach, learners learn to develop creative thinking habits and behaviours, which in turn helps enhance learning outcomes and limit the level to which learners remain static.

The degree of heading protocol of traditional teaching is from the instructor perspective, in which the teacher altogether leads the class for the students to mostly listen to the information with little opportunity to investigate or convey insight with content through a inquiry or self-expression. The conventional teaching method usually doesn't allow students' engagement and creativity to hit off on solid grounds. Active student involvement in educational processes is encouraged using approaches

that engage the students in building relationships with peers and performing project-based teamwork. This enables students to share their ideas with peers, build self-confidence, and develop essential competencies (creativity and continued advancement). When learning collaboratively, students create more lively and pleasurable educational methods to tackle the topics, resulting in better student outcomes. Patel *et al.* (2021)⁴ study proves how active Learning creates more effective results in contrast to the other passive forms of Learning, and this perfectly agrees with what Rubin and Hebert (1998) suggest that they promote critical thinking in groups. Similarly, Terenzini *et al.* (2001) have similar findings as they state that the activities that complement groups will bring about higher student achievement and self-esteem. The fifth participant said that the traditional teaching methods revolve the instructional activities around the teacher, with minimal opportunities for the students to actively participate. The main result of the traditional classroom structure is to produce students who physically receive information without many opportunities for active participation and critical thinking. This is due to collaborative endeavour because in such activities, students can do teamwork and share ideas while actively participating in class work. Participation makes them understand better and provides a great opportunity to develop leadership, problem-solving, and communication skills. In traditional teaching approaches, instructors are assigned a dominant position in these learning environments and students adopt the role of information consumers. A learning participation based on an educational model restricts active student involvement, making Learning and intellectual dialog impossible. Collaborative activities help students work together as part of the learning process that keeps focus on the students and facilitates an exchange of ideas and active student engagement in team interaction. It makes learning methods that build on the understanding of content knowledge, teaching students, developing communication skills, problem and leadership competence. Patel *et al.* (2021), Rubin and Hebert (1998), and Terenzini *et al.* (2001) research all together support this assertion as they focus on collaborative activities that join forces with colleagues to enhance critical thinking.

In one of the participants, the difference between traditional classroom instruction methods and collaborative educational activities was examined. The educational methods of teacher domination play down the role of the pupils who must be of other pupils while silent throughout class sessions. Innovative thinking, and developing student interactions and engagement, are not effective with traditional approaches in this regard. Student participation is built through active exchange and deep, meaningful discussions on each other's work. Effective teamwork and high self-assurance of the students are brought up by students' active engagement that goes much deeper than the traditional education methods.

Classroom routines assign the authority to speak to instructors and ask students to listen to what is being told. Using this method, it ends the interaction between the teachers and students, restricts the creativity of the learners and reduces the level of involvement of the students. Collaborative learning activities such as group work help make a classroom all-inclusive as students interact with each other for shared thinking and having purposeful discussions. Participation of students in class is authentic and thrives their confidence in developing teamwork skills, which contributes to gaining distinct knowledge of the subject which is missing in the typical educational practice. The findings align with the conclusions of Rubin and Hebert (1998) that collaboration improves critical thinking, and Tuncay (2013) states that cooperative Learning enhances a student's confidence and improves the educational outcomes.

Collaborative Endeavours in Secondary Education

Participation in collaborative learning activities for secondary education students benefits such students about both enhanced academic achievement and enhanced skills. As shown in the literature, collaborative approaches lead to better performance results, fostering communication skills and student engagement (Govindarajoo *et al.*, 2023; Pradhan, 2021). According to Govindarajoo *et al.* (2023), the factors that influence successful collaborative work are teacher-led direction and group dynamics, and student attitudes. For instance, students with similar learning styles tend to collaborate, which hinders the effectiveness of collaborative activities (Lara-Muñoz *et al.*, 2017). How these methods will be effective is decided by the involvement of educators who fundamentally contribute to the design and operational aspects and the analysis of collaborative activities (Voyiatzaki & Avouris, 2005; de Jong *et al.*, 2022).

The views of every participant in this research project regarding group work activities teachers use in classes vary. One of my research participants said that working in groups helps students become active learners and work more effectively in teams for cooperative discussion, which helps boost the student's confidence. According to Govindarajoo *et al.* (2023) and Pradhan (2021), Collaborative Learning enables students to develop these attributes where collaborative learning methods are deemed significant for developing students' performance and communication abilities and also motivate learners. Collaborative Learning allows better educational outcomes for students as understanding can flow in both directions via the supportive student-teacher-facilitator dynamic. The educational environment promotes active engagement of the students and simultaneously develops their social and interpersonal skills. According to his analysis, collaborative Learning enables students to acquire knowledge from interacting with fellow students and instructors who are the facilitators (Govindarajoo, Raju, Rasapah, 2023; Voyiatzaki & Avouris, 2005).

The third participant examined her experiences

participating in collaborative activities in secondary-level educational settings. Her description of collaborative Learning stated that students work with others to pool their efforts solve problems and achieve shared targets. This learning method also develops both understanding and the important skills of speaking and working together. Collaborative learning groups help each other achieve the common goal groups collaborate to achieve their shared goals, he explained, and achieve an improved understanding and essential competencies such as collective work and communication skills, which are in line with the findings on engagement and thinking development across subjects by Tarmizi and Cheung (2017) as well as Pradhan (2021).

Respondent 4 responded by analysing the secondary education practices. She assesses that collaborative Learning moves the teaching focus from the student to students who like to gain Learning by direct participation with other participants in exchanging ideas and as teamwork. Collaborative Learning boosts students' confidence and equips them with some essential skills, including leadership development and problem-solving capabilities, among many others. Collaborative learning procedures move instruction towards student-led ones, accentuate active student work, and develop student leadership skills and problem-solving abilities. Similarly, in their book, Rubin and Hebert (1998) and Govindarajoo *et al.* (2023) posit the same viewpoint that critical thinking is intrinsic in collaborative environments.

Moreover, according to the fifth participant, collaborative Learning affords peer-to-peer knowledge sharing and social learning possibilities and accomplishing group projects. This approach helps students develop practical engagement as they also develop academic knowledge and social skills. He spotlighted how group work and hands-on knowledge-sharing through shared learning activities help students to increase their social competencies and functional abilities. Lara supports the study of how collaborative Learning affects the learning styles – Muñoz *et al.* (2017) and Voyiatzaki *et al.* (2004) as well as the demonstration of better comprehension in the computer science class through the team work.

This respondent underlined that collaborative Learning provides the best learning environment, with the students motivated to participate and share ideas while learning from one another. By emphasizing creativity and collaboration students become able communicators while making their learning more efficient and engaging at the same time. Collaborative learning environments that are enhanced by teamwork and communication ability develop creativity, and these are areas referred to as where students are kept and engaged. The viewpoints of the educator are in parallel with Tuncay's (2013) argues as to collaboration on the development of student's confidence and the result and de Jong *et al.* (2022) regarding the teacher participation in writing high quality collaborative learning assignments.

Group Activities Transform English Language Classrooms into Environments of Better Learning Than Traditional Methods Create

The participants' narratives revealed how collaborative learning in English classrooms fosters a dynamic, engaging, and effective learning environment, which contrasts sharply with traditional teacher-centered methods. One educator shared their experience of how collaborative learning transformed the atmosphere in their classroom. Initially, the teacher noticed that students, who were often passive in traditional settings, became more engaged and enthusiastic about the learning process when they worked together in groups. The teacher recalled a specific instance during a group discussion where students, who were typically reluctant to speak up, eagerly participated in solving a complex problem. "It was amazing to see them come alive during the group discussions," the teacher said. "They weren't just listening to me; they were debating, sharing ideas, and really collaborating with each other to solve the issue." This shift from teacher-driven instruction to collaborative tasks allowed students to become more active participants in the classroom, resulting in greater motivation and improved problem-solving skills.

A student participant shared a similar transformation in their engagement with the subject matter. Reflecting on their previous experiences in more traditional classrooms, the student explained, "Before, I would sit back and just listen to the teacher talk, but now, I'm more involved. We get to work in groups, discuss our ideas, and we're always sharing with others. It feels like I'm learning, not just being taught." This narrative illustrates how the collaborative learning environment empowered the student to take a more active role in their education, which in turn increased their motivation and academic performance. The student noted that the interaction with peers during group work made the learning process more interactive and enjoyable, leading to deeper engagement and a stronger sense of ownership over their learning.

Another educator shared their perspective on how collaborative activities invigorated the classroom, making it more lively and participatory. "Students who were usually quiet and disengaged in a traditional setup now lead discussions, offer ideas, and collaborate actively with their peers," the teacher remarked. The educator emphasized how the shift in teaching methods from a lecture-based approach to one based on collaboration allowed students to take on leadership roles, helping them develop critical thinking, communication, and problem-solving skills. This teacher recalled a specific instance when students, divided into groups, debated various viewpoints during a class activity. The interaction not only encouraged students to critically engage with the content but also allowed them to practice expressing their ideas clearly and respectfully. The educator's story reinforced the notion that collaborative learning fosters a supportive and inclusive learning environment, where every student's voice is valued.

A fourth participant, another student, described how the integration of role-playing and group assignments in the classroom had made learning more interactive and enjoyable. "Before we started doing group work and role-playing, I would just wait for the class to end," the student shared. "Now, with group activities, I'm excited to go to class. We help each other, share our ideas, and everyone contributes." This narrative highlights how the student's engagement increased when they were actively involved in group discussions and collaborative tasks. The student noted that through these activities, they not only improved their communication skills but also developed a deeper understanding of the subject matter. The student's story underscores the positive impact of collaborative learning on student motivation and academic success.

Another student participant shared their experience of how group work contributed to their confidence and language skills. "I used to dread the classroom," they admitted. "But now, with group projects, I'm excited to go to class. We help each other, share our ideas, and we're all learning together." This student's story reflected the transformation in their engagement with the learning process. They noted that in collaborative learning settings, they were able to actively participate in discussions, share their ideas, and receive feedback from peers, which not only enhanced their academic outcomes but also built their confidence in using English. The student's experience highlighted how collaboration in the classroom can make students feel more connected to the material and more confident in their ability to contribute. From the collective accounts of the participants, it became clear that collaborative learning played a pivotal role in transforming the classroom dynamics. The narratives consistently pointed to the increased student motivation, active participation, and the development of critical skills such as problem-solving, communication, and leadership. These personal stories resonate with the findings of previous research by Khatri (2024) and Rao (2019), who highlighted the positive impact of collaborative methods on student engagement and academic performance. Collaborative activities helped students build stronger relationships with their peers and allowed them to engage in meaningful, real-world problem-solving rather than passively receiving information. The stories shared by the participants also demonstrated that collaborative learning allows students to take ownership of their education, moving them from passive listeners to active contributors. The shift in classroom dynamics, as described by the participants, shows how collaborative learning fosters an environment where students feel empowered to engage with the content and with each other. This active participation not only improved their academic performance but also enhanced their personal growth and social skills. Through collaboration, students were able to learn from one another, gain new perspectives, and develop a sense of responsibility for their own learning. In conclusion, the narratives from both educators and students provide compelling evidence of the

transformative power of collaborative learning in English classrooms. The stories shared by participants clearly demonstrate that collaborative learning fosters a more engaging and participatory learning environment compared to traditional, teacher-centered methods. The findings of this study align with previous researches such as Yaqoob and Rasid (2023) that underscores the benefits of collaborative learning in enhancing academic outcomes, improving communication skills, and fostering a deeper connection to the subject. These personal stories validate the assertion that collaborative learning provides a more inclusive, interactive, and motivating approach to language learning, resulting in both academic success and the development of essential life skills.

CONCLUSION

The collaborative structure of English classes turns the English classes into lively sessions where student action and teamwork are involved, and they work on problems and seek solutions. The traditional instruction method of teaching teachers is replaced with structured group discussions and practical problem-solving sessions through collaborative activities. Such approaches to teaching lead to higher academic results while building essential strengths such as leadership ability, critical thought, and communication skills. The research demonstrates that using collaborative learning approaches leads students to become confident while also being creative and provides foundations for the development of language skills and addressing diversity promotion. They are key operators who build these activities, build efficient approaches, and develop constructive spaces that support active student participation. Although conventional teaching approaches pose an apparent obstacle, together with limited resources, they look for skilled training to implement collaborative methods at their best.

The research study concludes that collaborative learning techniques have boosted student outcomes with significant active participation, as confirmed by worldwide scholarly evidence. This study is needed for educational professionals and policymakers to demonstrate that education teams in classrooms work together. In terms of both teacher and student, Nepal can use its educational paradigm of collaborative learning to transform under-resourced rural English teaching as it creates learning environments that stimulate essential academic and occupation success in students.

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