

# Collaborative Learning in ELT Classroom: Insights from School Teachers

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**Abstract:** This survey research was aimed to explore collaborative learning in ELT classroom: Insights from School teachers. Thirty teachers from various institutional schools in Siddharthaagar, Rupandehi, were selected through a simple random sampling method. To achieve the research objectives, close-ended questionnaires were designed and distributed among the participants. The collected data were analyzed using statistical tables and thematic approaches. The findings reflect that activities such as group work, project work, think-pair-share, simulations, and role-plays were commonly employed in collaborative learning practices. Teachers perceived that implementing collaborative learning in ELT classrooms enhances students' understanding and communication skills. In addition to that the study highlighted active participation from both teachers and students contributes to the effectiveness of collaborative learning. It also highlighted the importance of teachers creating a supportive environment, providing equal opportunities, and motivating students. As a result, students were found to develop positive peer relationships promoting cooperation and collaboration in the learning process.

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## I. INTRODUCTION

Collaborative learning is learning working together in group. It fosters an environment where learners construct and reflect on their learning experiences (Jonassen, 1995). Engaging peers in group activities is a core aspect of collaborative learning, which is widely regarded as a highly effective teaching method for the 21st century. According to Fasawang (2011), collaborative learning is a student-centered approach where learners collaborate to solve problems, complete tasks, or create projects, encouraging active participation in the learning process. This method enables students to work collectively toward a shared goal, with teachers providing necessary guidance.

Johnson and Johnson (1999) describe collaborative learning as an instructional strategy that brings together students of varying performance levels in small groups, promoting mutual success through cooperation. Gerlach (1994) further emphasizes that collaborative learning is inherently social, as participants engage in discussions and share ideas to achieve common objectives. This approach may occur in pairs or larger groups, fostering dialogue and interaction that drive learning forward.

Peer instruction, a subset of collaborative learning, involves students working in pairs or small groups to explore concepts and solve problems collaboratively. Through discussion and cooperation, students take

responsibility for one another's learning, ensuring collective growth and understanding. Over recent decades, research has demonstrated that collaborative learning positively impacts academic and social outcomes (Slavin, 1996). However, its implementation in Nepalese classrooms remains inconsistent.

Proponents of collaborative learning argue that exchanging ideas within small groups not only heightens engagement but also cultivates critical thinking skills. Additionally, theories by Vygotsky, Piaget, and Bandura highlight the role of social interaction, collaboration, and interdependence in the learning process. Collaborative learning bridges the gap between what teachers teach and what students absorb, offering opportunities for personal, social, and professional skill development. Activities such as workshops, seminars, presentations, group discussions, collaborative writing, and co-research help create a supportive learning environment. So, collaborative practices not only maximize the sense of cooperation, positivism and professionalism, also minimizes the sense of competition.

### ➤ Statement of the Problem

English has been taught as a foreign language in Nepal from early education to advanced levels for many years. However, ELT techniques are lingering with the same challenges; teacher-centred practices, classroom diversity, and overcrowding. Initiation to innovative teaching methods

and integrating modern technology still poses problems in the learning process.

Despite the growing recognition of student-centred techniques like collaborative learning, group work, and project-based tasks, these methods have not been effectively implemented in Nepalese classrooms. There remains a noticeable gap between theoretical knowledge and practical application. Both teachers and students need to adopt more active and positive roles in the promotion of collaborative learning and maintaining appropriate environment. This study, therefore, focuses on exploring School teachers' insights on collaborative learning in ELT classrooms.

#### ➤ *Objectives of the Study*

The primary objectives of this study are:

- To investigate teachers' insights regarding collaborative learning in secondary-level
- ELT classrooms.
- To identify the activities utilized to facilitate collaborative learning in ELT classrooms.

#### ➤ *Research Questions*

The research aimed to answer the following questions:

- What are teachers' perceptions and practices concerning collaborative learning in secondary-level ELT classrooms?
- What collaborative learning activities are being implemented, and how are they applied?

#### ➤ *Significance of the Study*

The study may give insights for the educational experts, organizers, instructors, and administrators to give full concern to collaborative learning, which undeniably affects students' learning. For educators, the study offers insights into how their perceptions and practices influence the effectiveness of collaborative strategies, encouraging reflective teaching practices and professional growth. For administrators and policymakers, the findings highlight the necessity of providing adequate resources, professional development opportunities, and supportive institutional frameworks to facilitate collaborative learning. For students, the study underscores the importance of creating inclusive and interactive learning environments that foster critical thinking, communication skills, and language development. Lastly, for researchers, this study serves as a foundation for further exploration of teacher perceptions, pedagogical innovations, and their impact on student outcomes in diverse educational contexts.

#### ➤ *Delimitations of the Study*

My study will be confined in terms of study area, population, sampling procedure, design and research tool. It will be limited to the teachers who are teaching at Secondary schools in Siddharthanagar Municipality, Rupandehi. It focuses on secondary school teachers in Siddharthanagar Municipality, Rupandehi, with a sample size of thirty teachers selected purposively. The research adopts a mixed-method design, utilizing close-ended questionnaires and classroom observations as primary tools for data collection.

#### ➤ *Key Terms*

- **Activities:** Tasks or exercises designed to promote collaborative learning.
- **Collaborative Learning:** A student-centered instructional approach involving group work and cooperative problem-solving.
- **ELT Classroom:** English Language Teaching classroom where English is taught as a foreign language.
- **Practice:** The implementation of collaborative learning strategies in real classroom settings.
- **Secondary Level:** Educational stage encompassing secondary school students.

## II. REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

**Collaborative Learning** Collaborative learning is a process that helps learners become part of knowledge communities, distinct from the ones they originally belonged to (Oxford, 1997, p. 443). Smith and McGregor (1992, p. 2) described collaborative learning as a broad term encompassing various educational methods that involve students or students and teachers working together intellectually. Similarly, Johnson and Johnson (1990, p. 2) identified five essential elements in collaborative learning:

- Positive interdependence (a shared sense of responsibility and success)
- Face-to-face promotive interaction
- Individual accountability (ensuring each member contributes and learns)
- Interpersonal skills (including communication, trust, leadership, and decision-making)
- Conflict resolution and group processing (evaluating team performance and finding ways to improve)

Collaborative learning thus involves the collective effort of group members, encouraging students to develop critical thinking skills. Several theories underpin this concept, notably those of Vygotsky, Bandura, Dewey, and Karsley, who advocate for its use in language learning.

**Appropriate Use of Collaborative Skills** Students are guided to cultivate skills in trust-building, leadership, decision-making, communication, and conflict management. These skills are essential for effective collaboration.

**Group Processing** Teams set goals, periodically review their performance, and identify changes to enhance their efficiency.

Collaborative learning differs from traditional teaching methods by promoting cooperation rather than competition. It can occur anytime students work together, whether helping with homework or collaborating on projects in small groups. This educational approach engages learners in processing and understanding concepts, moving beyond rote memorization. Students work collectively on projects to grasp the material presented. Secondary-level teachers can employ various activities to foster collaborative learning, such as think-pair-share, problem-based learning (PBL),

guided design, case studies, simulations, pair teaching, small group discussions, pair editing, and the jigsaw strategy.

#### ➤ *Review of Empirical Literature*

Understanding previous research is crucial for building new knowledge and discovering fresh insights. Although numerous studies have explored this area, limited research has been conducted in the English education department at TU. Below are a few notable studies.

Wee and Jacobs (2006) conducted action research titled "Implementing Cooperative Learning with Secondary School Students," aiming to explore and experiment with cooperative learning activities at the secondary level. Activities such as think-pair-share and write-pair-share were tested with varying seating arrangements, group sizes, and types.

Lotfi (2009) investigated "Collaborative Learning for Secondary School: A Study on Important Features for Learners and Teachers at Secondary Schools." The study aimed to identify key features of collaborative software for secondary and pre-university learners. Using interviews and surveys, Lotfi found that collaborative software enhanced students' learning experiences, particularly for homework and projects. Respondents highlighted software content and webpage accessibility as crucial factors.

Pichet P. (2011) examined "The Effects of Using Collaborative Learning to Enhance Students' English Speaking Achievement." Conducted at Bangkok University, the study used pre- and post-tests with 35 undergraduate students. Findings indicated improved speaking performance and positive student feedback regarding collaborative learning.

Spear C. (1994) explored "Teacher Perception of Ability Grouping Practices in Middle-Level Schools," focusing on teachers' perspectives regarding ability grouping. Using qualitative methods, the study collected data from 31 teachers and analyzed the advantages, disadvantages, and alternative grouping practices.

Janssen and Wubbels (2018) investigated "Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective Student Collaboration."

The study identified four key obstacles: lack of collaborative skills, reading competence status, friendship dynamics, and free reading habits. Data were gathered from 19 teachers and 23 students.

Regmi (2011) researched "Collaborative Learning for the Development of Vocabulary," examining its effectiveness among secondary-level students in Pokhara Valley. Results showed that 90% of students had a positive attitude toward collaborative learning, with 60% experiencing supportive environments.

**Conceptual Framework** A conceptual framework represents a researcher's understanding of theories and the relationships between variables. This study's conceptual framework focuses on peer interaction, teacher interaction, and self-engagement.

### III. METHODOLOGY

The population for this study consisted of all secondary-level English teachers in institutional schools in Siddharthanagar. Thirty teachers will be randomly selected, and data was collected through close-ended questionnaires to gather their insights on collaborative learning.

Primary data sources include 30 English language teachers from institutional schools in the Rupandehi district, who are teaching English language in institutional schools of Rupandehi district.

### IV. RESULT AND DISCUSSION

#### ➤ *Teachers' Perceptions and Practices of Collaborative Learning in ELT Classroom*

Regarding the Practices of collaborative learning in ELT classrooms at secondary level participants responses are presented in table 1 below. Participants were asked to response to the four given statements which were; extent of practicing CL in ELT classroom, learner's involvement and interest on CL, teacher support in CL and CL better helps in problem solving. Under these themes, participants were asked to rate four statements using the scale: 'always', 'often', 'sometimes', 'rarely'.

**Table 1 Teachers' Perceptions on Collaborative Learning**

S. N	Statements	Always	Often	Sometimes	Rarely
1	Collaborative learning enhances student engagement and language acquisition	30%	70%	0%	0%
2	Collaborative learning helps improve students' language fluency.	68%	32%	0%	0%
3	Collaborative learning creates a more inclusive classroom environment where everyone feels valued.	56%	30%	14%	0%
4	Collaborative learning promotes better student-student interaction compared to traditional teaching methods.	77%	23%	0%	0%
5	Collaborative learning allows students to develop valuable social and teamwork skills in addition to language skills	70%	15%	15%	0%
6	Students in collaborative classroom are more responsible for their learning.	65%	15%	20 %	0%

7	Students benefit more from peer feedback in collaborative learning environments than from teacher feedback alone.	75%	10%	15%	0%
8	Collaborative approach improves classroom dynamics and reduces behavioral problems.	80%	15%	5%	0%
9	Collaborative approach supports differentiated learning and meets the needs of diverse learners.	78%	17%	5%	0%
10	Collaborative learning better prepares students for real-world situations that require teamwork and communication.	80%	15%	5%	0%

In enhancing student engagement and language acquisition 30% of teachers believe CL *always* enhances student engagement and language acquisition. 70% of teachers say it *often* enhances these areas, indicating a strong belief in CL's effectiveness in fostering engagement and language skills. Overall, there is near-unanimous agreement that CL is beneficial in this area. Improving students' language fluency 68% of teachers report that CL *always* improves students' language fluency 32% say it *often* does, showing that most teachers see CL as effective in improving fluency, although fewer express it as a constant benefit. Fostering an Inclusive Classroom 56% of teachers feel that CL *always* fosters a more inclusive classroom. 30% *often* agree, and 14% *sometimes* agree, indicating that most teachers believe CL contributes to a more inclusive environment, but some may see variability depending on the context or implementation. Promoting Student-Student Interaction 77% of teachers say that CL *always* promotes better student-student interaction 23% *often* agree, showing a very strong consensus that CL enhances peer interaction in comparison to traditional teaching methods. Development of social and teamwork skills 70% of teachers believe that CL *always* helps students develop valuable social and teamwork skills 15% say it often does,\* and 15% say *sometimes*, indicating a broad agreement that CL is effective in fostering skills beyond just language learning, though some variation exists. Encouraging Responsibility for Learning 65% of teachers feel that students working collaboratively *always* take more responsibility for their learning. 15% say *often*, and 20% *sometimes*. This suggests that while many teachers see CL as motivating students to take more responsibility, there is still some degree of variation or uncertainty in its effectiveness. Peer Feedback vs Teacher Feedback 75% of teachers feel that students benefit more from *peer feedback* in collaborative learning environments. 10% *often* agree, and 15% *sometimes*, suggesting that CL may encourage more beneficial peer-to-peer feedback than traditional teacher-driven feedback. Improving Classroom Dynamics and Reducing Behavioral Problems 80% of teachers report that CL *always* improves classroom dynamics and reduces behavioral problems 15% say *often*, and 5% *sometimes*. This shows a very high perception of CL's positive impact on classroom behavior

and dynamics. Supporting Differentiated Learning 78% of teachers say CL *always* supports differentiated learning and meets the needs of diverse learners. 17% *often* agree, and 5% *sometimes*. This indicates strong consensus on CL's ability to address the varying needs of students. Real-World Preparation for Teamwork and Communication 80% of teachers feel that CL *always* prepares students for real-world situations requiring teamwork and communication 15% *often* agree, and 5% *sometimes*. CL is seen as highly effective in equipping students with skills they can apply outside of the classroom. Teachers overwhelmingly agree that CL enhances student engagement, language acquisition, peer interaction, classroom dynamics, and prepares students for real-world teamwork. There is slightly more variation in perceptions when it comes to fostering an inclusive classroom, developing social/teamwork skills, and encouraging responsibility for learning. However, even in these areas, a majority view CL positively. A significant portion of teachers sees peer feedback in CL as more beneficial than teacher feedback alone. Teachers seem to strongly believe that CL can reduce behavioral problems and improve overall classroom dynamics. Teachers' perceptions suggest that teachers largely support the integration of CL into ELT classrooms due to its numerous benefits, from improving language skills to fostering important social and collaboration abilities. However, some nuances in the data (like "sometimes" responses) may indicate that the effectiveness of CL could depend on how it is implemented or on the specific classroom context.

#### ➤ Use of Collaborative Learning Activities

Teacher collaboration can benefit students and, ultimately, entire schools. A community of educators who respect, trust, and care about each other are parallel to the benefits for students in the kind of learning environments advocated by John Dewey, Jean Piaget, Lev Vygotsky, and other highly respected educators. Regarding the use of collaborative learning activities to secondary level students, the responses of the participants are presented in table 2 below. The students responded to the given five statements on the option 'strongly agree', 'agree', 'disagree', 'strongly disagree'.



**Table 2 Advantages of Collaborative learning to Students**

SN	Advantages of Collaborative learning to Students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	It helps Cooperative learning with friends	67%	33%	0%	0%
2	It strengthens friendship and spirit along with learning	40%	60%	0%	0%
3	It empowers to keep views more freely and self confidently.	42%	52%	6%	0%
4	It enables problem solving in an easier way	52%	46%	2%	0%
5	It stimulates creative ideas and critical thinking	35%	65%	0%	0%
6	It develops teaching practices and increases students learning.	65%	31%	4%	0%
7	Students learn, and realize that their goodness is connected with other's goodness.	70%	23%	7%	0%
8	Collaboration learning makes professionals able to work together to improve quality of students.	75%	23%	5%	2%
9	Collaborative culture is effective, student-centred and result-oriented .	60%	20%	12%	8%
10	Collaborative learning facilitates even for to make class technology friendly.	70%	20%	10%	0%

Basing on the data provided in Table 2, the Benefits of Collaborative Learning to Students, we can analyze the responses in terms of teachers' perceptions of how collaborative learning benefits students. Helps Cooperative Learning with Friends 67% of teachers strongly agree, and 33% agree, with no disagreement. This suggests that large number of teachers believe collaborative learning has a greater significance in helping students develop cooperative relationships with their peers, which is a crucial aspect of social and academic growth. Strengthens Friendship and Spirit Along with Learning 40% strongly agree and 60% agree that collaborative learning strengthens friendships and fosters a sense of camaraderie along with learning. This indicates a strong belief in the social benefits of CL, especially in creating a positive, cooperative classroom culture where students feel more connected. Empowers Students to Express Views Freely and with Confidence 42% strongly agree and 52% agree, with 6% disagreeing. This shows that most teachers feel that CL helps students express their ideas more confidently and freely, though a small minority may feel it is not as empowering for every student, or that it may depend on the classroom dynamics. Enables Problem Solving in an Easier Way 52% strongly agree and 46% agree, with only 2% disagreeing. The majority of teachers believe that collaborative learning simplifies problem-solving, likely because it encourages students to work together to share ideas, strategies, and approaches to challenges, making problem-solving more efficient and effective. Stimulates Creative Ideas and Critical Thinking 35% strongly agree and 65% agree, with no disagreement. There is a strong consensus that CL fosters creativity and critical thinking, highlighting the importance of group discussions and collaboration in developing higher-order thinking skills. Develops Teaching Practices and Increases Student Learning 65% strongly agree and 31% agree, with 4% disagreeing. This indicates that a large majority of teachers see collaborative learning as a tool for enhancing both teaching practices and student learning. The minor disagreement suggests that in some cases, the teacher might feel that CL is not as effective in improving learning outcomes. Students Realize That Their Goodness is

Connected with Others' Goodness 70% strongly agree and 23% agree, with 7% disagreeing. A significant number of teachers believe that collaborative learning fosters a sense of interconnectedness among students, where they understand that their success is tied to the success of their peers. This can be an important social-emotional benefit of CL. Collaboration learning makes professionals able to work together to improve quality of students. 75% strongly agree and 23% agree, with 5% disagreeing and 2% strongly disagreeing. Teachers strongly support the idea that collaboration among professionals (i.e., teachers working together) leads to improved teaching practices and better student outcomes. The small percentage of disagreement may reflect some skepticism about the ease or feasibility of collaboration in practice. Collaborative culture is effective, student-centred and result-oriented 60% strongly agree and 20% agree, with 12% disagreeing and 8% strongly disagreeing. While most teachers support the link between collaborative cultures and improved student outcomes, there is a notable minority who disagree with this view. This could indicate differing experiences or perceptions about how well collaboration translates into better learning results in their specific teaching environments. Collaborative learning facilitates even for to make class technology friendly 70% strongly agree and 20% agree, with 10% disagreeing. A majority of teachers believe that CL is one of the most effective teaching strategies for improving student learning. However, the 10% disagreement suggests that some teachers may feel other methods could be more effective or are unsure of CL's impact on learning. Teachers generally agree that collaborative learning helps students build friendships, develop cooperative skills, and foster a positive, inclusive learning environment. Many teachers also believe that CL enhances creative thinking, problem-solving skills, and student confidence in expressing ideas, which are crucial elements in the language learning process. There is a strong belief that collaborative learning enhances teaching practices and increases student learning, suggesting that CL is viewed as a tool that benefits both students and educators. Teachers see the value in collaboration among educators to improve practice and, by extension, student outcomes,

although some skepticism exists. While most teachers agree that CL leads to better student outcomes, there is a smaller percentage who are unsure or disagree, indicating variability in the perceived effectiveness of CL. The majority of teachers see collaborative learning as one of the best practices for improving student learning, though a minority disagrees, possibly due to challenges in its implementation. The data suggests that collaborative learning highly support teachers to bring changes in academic, social, cognitive, and behavioural aspects of the students. It is a powerful tool for engaging students, fostering teamwork, improving critical thinking, and boosting learning outcomes. However, some

teachers remain cautious or uncertain about its impact, particularly in terms of professional collaboration or student performance. This indicates that while CL has clear benefits, its full potential may depend on how it is implemented in different classroom contexts

#### ➤ *Involvement of Students on Collaborative Learning*

Regarding the involvement of students on Collaborative learning participants responses are presented in table 3 below. The students responded to the given five statements on the option 'strongly agree', 'agree', 'disagree', 'strongly disagree'.

**Table 3 Collaborative Learning from Students 'Perspective**

S.N.	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Cooperation and co-ordination among friends in the solution of problem.	32%	62%	0%	6%
2	Collaborative learning increases students interest to excel	25%	63%	12%	0%
3	Collaborative learning environment makes students more responsible.	34%	66%	0%	0%
4	Collaborative learning fosters opportunities to create identity in team work	75%	25%	0%	0%
5	Working in a team helps students to develop better communication skills	64%	32	0%	4%
6	Group work makes language learning easier and more interesting.	80%	20%	0%	0%
7	Students like cooperative learning because cooperative learning environments develop positive relationships in class,	65%	25%	7%	3%
8	Collaborative learning is a process of learning by doing, observing, and imitating in a cognitive way.	70%	30%	0%	0%
9	Collaborative learning and constructive cognitive development often go hand-in-hand through group discussion, project works, sharing ideas and reflection to each other	80%	20%	0%	0%
10	Collaborative learning fosters students socializing, problem solving and critical thinking skill that prepare them to be the good careerists..	80%	20%	0%	0%

Based on **Table 3**, which presents Collaborative Learning from Students 'Perspective', the data shows a generally positive view of CL among students. Here's an analysis of each item, along with key trends:

Cooperation and co-ordination among friends in the solution of problem 32% strongly agree, 62% agree, 6% strongly disagree. A significant majority of students believe that CL fosters cooperation among friends in problem-solving. Only a very small minority disagrees, suggesting that most students find CL beneficial for building cooperative skills. Collaborative learning increases students interest to excel 125% strongly agree, 63% agree, 12% disagree. While the majority of students agree that CL increases their desire to excel, there is a notable portion (10%) who disagree. This suggests that CL may not always motivate every student in the same way, though it is largely perceived as motivating by most. Collaborative learning environment makes students more responsible 34% strongly agree, 66% agree. Similar to the previous item, most students believe that CL encourages responsibility. There is no disagreement, indicating a strong consensus that working

in groups helps students develop a sense of responsibility. CL fosters opportunities to create identity in team work 75% strongly agree, 25% agree. The overwhelming majority of students perceive CL as an excellent opportunity to learn about teamwork. This indicates a very strong belief that CL emphasizes the importance of collaborating with others. Helps Students Develop Better Communication Skills: 68% strongly agree, 30% agree, 2% strongly disagree.

A large majority of students agree that CL helps them improve communication skills, although there is a small dissenting group (2%) who strongly disagree. Overall, the data suggests that CL is widely regarded as an effective way to improve communication. Group Work Makes Language Learning Easier and More Interesting 80% strongly agree, 20% agree. A significant majority of students find group work to be an enjoyable and effective way to learn languages, suggesting that CL not only aids in learning but also makes it more engaging and enjoyable.

Students Like Cooperative Learning Because It Develops Positive Relationships 65% strongly agree, 25% agree, 7% disagree, 3% strongly disagree. Most students believe that CL helps foster positive relationships within the class, though a small percentage (10%) disagrees. This could reflect differences in personal experiences with the classroom dynamic or group composition. CL Engages Students in Learning Activities and Facilitates Communication Practice 70% strongly agree, 30% agree. Most students agree that CL actively engages them in learning and provides a platform to practice communication skills. This reinforces the idea that CL is seen as an active learning approach, with students participating in hands-on activities.

Collaborative Learning and Constructive Cognitive Development Go Hand-in-Hand 80% strongly agree, 20% agree. There is a strong belief among students that CL not only aids learning but also supports cognitive development, particularly through group discussions and shared problem-solving. This suggests that students see CL as an effective method for deepening their understanding and critical thinking. Collaborative learning and constructive cognitive development often go hand-in-hand through group discussion, project works, sharing ideas and reflection to each other 80% strongly agree, 20% agree. Similar to the previous item, a large majority of students view Collaborative learning fosters students socializing, problem solving and critical thinking skill that prepare them to be the good careerists. The majority of students show strong agreement that CL helps develop essential skills such as teamwork, communication, problem-solving, and critical thinking.

## V. CONCLUSION AND RECOMMENDATIONS

This study aimed to examine collaborative learning in English Language Teaching (ELT) classrooms at the secondary school level from the perspective of teachers. The findings revealed that 30% of teachers consistently implemented collaborative learning, while 70% indicated they did so frequently. Additionally, 60% of teachers agreed, and 40% strongly agreed that they enjoy working collaboratively. An overwhelming 94% of teachers reported that they effectively express their views and opinions in collaborative learning activities. Overall, the study highlights the crucial role of collaborative learning in ELT classrooms, with teachers appearing motivated and engaged in using collaborative strategies. They identified the benefits of collaborative learning, such as solving complex problems and enhancing communication skills. Common methods used by teachers in collaborative learning included group work, think-pair-share, role plays, simulations, project work, partner discussions, drama activities, information exchanges, and discovery techniques.

Teachers expressed a strong interest in collaborative learning as it fosters improved communication, encourages responsibility, highlights the value of teamwork, and simplifies problem-solving. Thus, incorporating

collaborative learning in ELT classrooms can lead to positive outcomes and significant improvements.

### ❖ Recommendations

Based on the key findings, the following recommendations are made at three levels: policy, practice, and future research.

#### ➤ Policy Recommendations

To enhance the quality of education, it is essential for the government and relevant bodies to implement effective policies. The government should be proactive in recognizing the importance of technology in language development for learners and in supporting professional development. Key actions at the policy level include designing courses that integrate collaborative learning techniques, as well as organizing training sessions, workshops, and seminars to improve teachers' professional skills and their ability to implement collaborative learning in ELT

#### ➤ Practice Recommendations

This research is particularly useful for educators, especially those teaching at the secondary school level. Teachers should actively engage students in collaborative learning activities. While teaching, educators must encourage student participation and make use of various collaborative techniques to enhance the learning experience and achieve better outcomes.

#### ➤ Further Research Recommendations

This study primarily explored teachers' perspectives on collaborative learning at the secondary school level in ELT classrooms. To deepen understanding in this field, further research should focus on areas such as the challenges faced in implementing collaborative learning in English language teaching or exploring teachers' experiences with collaborative methods.

In conclusion, further studies based on this framework could significantly contribute to promoting collaborative learning in ELT across Nepal in the near future. Ultimately, the successful integration of collaborative learning in English classrooms is not merely a goal but requires proper implementation to sustain long-term educational development, enhance teacher participation, and improve overall educational outcomes

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