

Exploring Collaborative Learning in English Classrooms: Teachers' Challenges on Peer-Assisted Instruction

Wenie Jane L. Rubillar¹

¹The Rizal Memorial Colleges, Inc., Davao City, Philippines

Publication Date: 2026/08/04

Abstract: This qualitative study employed a phenomenological research design to explore the lived experiences of English teachers regarding the challenges, coping mechanisms, and educational management insights in implementing collaborative learning with Peer-Assisted Instruction (PAI). Using purposive sampling, ten (10) junior high school English teachers were selected to participate in in-depth interviews (IDI). Thematic analysis was employed to analyze the data and identify recurring patterns across participants' responses. Findings revealed three primary challenges encountered by teachers in facilitating collaborative learning with PAI: lack of student readiness and motivation, student behavioral issues, and assessment challenges. In response to these challenges, participants employed coping mechanisms such as using structured lesson planning, strengthening professional collaboration with colleagues, and fostering student-led goal setting. The study uncovered significant lessons, highlighting the importance of institutionalizing collaborative learning frameworks, addressing the need for continuous teacher training and coaching, and providing administrative support to address student behavioral concerns. The results underscored the complexities of implementing collaborative learning with PAI and offer practical implications for school leaders, policymakers, and educators in enhancing instructional practices and support systems within English language classrooms.

Keywords: Collaborative Learning; English Classrooms; Teachers' Challenges; Peer-Assisted Instruction.

How to Cite: Wenie Jane L. Rubillar (2026) Exploring Collaborative Learning in English Classrooms: Teachers' Challenges on Peer-Assisted Instruction. *International Journal of Innovative Science and Research Technology*, 11(7), 2697-2718. <https://doi.org/10.38124/ijisrt/26jul1546>

I. INTRODUCTION

➤ Background of the Study

Despite the growing recognition of collaborative learning and peer-assisted instruction (PAI) in 21st-century education, its implementation in secondary English classrooms remains underexplored. Existing studies largely focus on cooperative learning outcomes, such as test performance, while giving limited attention to how English teachers design, implement, and adapt peer-assisted strategies to enhance language acquisition, student engagement, and classroom participation. As a result, teacher-centered instruction continues to dominate many classrooms, limiting opportunities for meaningful peer interaction.

Internationally, collaborative learning has been implemented with varying levels of success. In North America, Computer-Assisted Language Learning (CALL) has strengthened collaborative writing and knowledge construction through interactive platforms (Shayakhmetova et al., 2020; ERIC, 2020), although ensuring equitable participation remains a challenge. In China, peer-assisted instruction is constrained by Confucian classroom traditions,

rigid curricula, and exam-oriented systems, preventing teachers from fully implementing collaborative and intercultural pedagogies (Wang & Cui, 2020; SpringerOpen, 2022). Similarly, in Jordan, limited teacher preparation, rigid curricula, and an emphasis on standardized testing have discouraged the effective use of cooperative learning despite teachers recognizing its value (Al-Zoubi & Suleiman, 2020).

In the Philippines, English classrooms continue to rely heavily on teacher-centered instruction due to long-standing educational practices, assessment pressures, and limited teacher preparation. Filipino English teachers often struggle to adopt collaborative learning because of ingrained teaching habits, inadequate training, and the belief that students are not yet ready for active peer interaction (Balolong & Pabilona, 2021; Kong, 2021). Likewise, teachers face challenges in implementing peer-assisted instruction because of insufficient resources and professional development, resulting in missed opportunities to improve student engagement and learning outcomes (Lim & Yu, 2023).

Although collaborative learning has shown positive results, such as improved reading proficiency among learners in Gingoog City, students still remained at the "frustration

reader" level based on the PHIL-IRI assessment (Delima et al., 2024). Moreover, overcrowded classrooms and inadequate instructional materials make it difficult for teachers to manage peer interactions effectively, often forcing them to revert to traditional teaching methods (Cabigon, 2020). Inconsistent teacher training further limits the successful implementation of collaborative learning strategies (Torres & Robles, 2020; Mananay & Sumalinog, 2023), while socioeconomic disparities also affect students' participation in group-based learning activities (Eslit, Lector, & Enad, 2024).

Despite the growing body of research on collaborative learning, there remains a lack of localized studies examining English teachers' experiences implementing peer-assisted instruction in Davao City. Given the city's unique cultural, linguistic, and socioeconomic context, this study aims to explore teachers' experiences with peer-assisted collaborative learning as a strategy to enhance student engagement and improve English language learning.

➤ Research Questions

In line with the purpose of exploring the collaborative learning in English classrooms, including the coping mechanisms with the challenges that they encountered, this study specifically sought answers to the following research questions:

- What are the challenges for English teachers in collaborative learning with peer-assisted instruction?
- How do teachers cope with the challenges encountered in collaborative learning with peer-assisted instruction?
- What lessons can be drawn from the findings of the study on collaborative teaching with peer-assisted instruction?

➤ Theoretical Lens

This study examines collaborative learning in English classrooms through peer-assisted instruction (PAI) to enhance student engagement. It is anchored in Vygotsky's Zone of Proximal Development (ZPD), which emphasizes that learning occurs through social interaction, with peers providing scaffolding that enables learners to accomplish tasks beyond their independent abilities. Through dialogue, collaboration, and shared problem-solving, students develop critical thinking, language skills, and greater independence (Anderson & Torres, 2020). The study is also supported by Self-Determination Theory (SDT) of Deci and Ryan (1985), which highlights the importance of autonomy, competence, and relatedness in fostering motivation. In peer-assisted instruction, clearly defined peer roles, structured collaborative tasks, continuous feedback, and sustained teacher professional development help strengthen both teacher effectiveness and student engagement (Lin & Griffith, 2020).

The study is further guided by Cognitive Load Theory (Sweller, 1988), which explains that collaborative learning can overwhelm learners when they must simultaneously manage academic tasks, language use, and peer interactions. To minimize cognitive overload, teachers employ scaffolding strategies, structured peer roles, and digital tools to support collaboration and feedback (Kessler & Bikowski, 2019). Breaking learning activities into manageable tasks and gradually transitioning students from guided to independent learning also improves participation and comprehension (Kalyuga, 2019). Together, these theoretical perspectives provide a strong foundation for understanding how peer-assisted instruction can promote meaningful collaboration, increase student engagement, and improve English language learning.

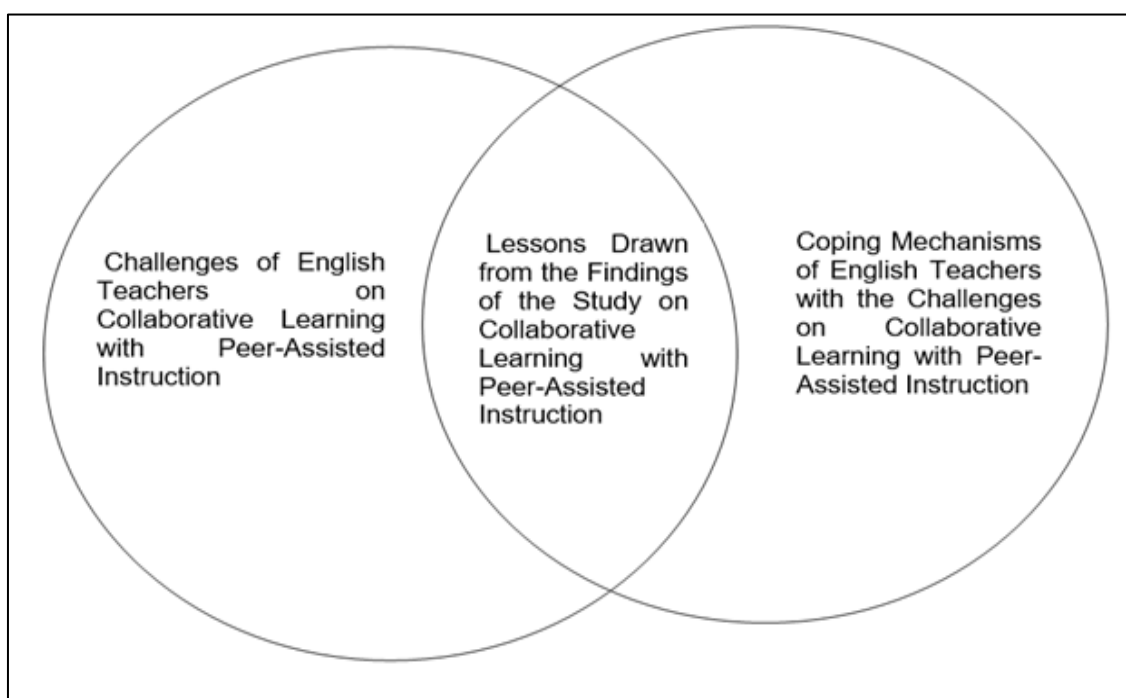


Fig Conceptual Framework of the Study

II. METHODOLOGY

➤ *Design and Procedure*

This study employed a qualitative research approach using a phenomenological design to explore the lived experiences of junior high school teachers in implementing collaborative learning through peer-assisted instruction. Grounded in Lester's phenomenological perspective, the study focused on understanding teachers' subjective experiences and instructional practices by setting aside pre-existing assumptions. This approach aimed to capture the essence of how teachers experience, interpret, and implement peer-assisted instruction in authentic classroom settings.

Guided by Qutoshi (2021), data collection and analysis were conducted concurrently to allow themes to emerge naturally from participants' narratives. Data were gathered through in-depth interviews and structured open-ended questionnaires, an approach supported by Delve and Limpacher (2022) for ensuring both depth and inclusivity. Using purposive sampling, the researcher analyzed participants' responses, including verbal and nonverbal expressions, to identify recurring themes that explain the challenges teachers encounter and the coping strategies they employ in facilitating collaborative learning through peer-assisted instruction.

➤ *Research Participants*

The study involved ten (10) purposively selected junior high school English teachers from Cluster 3, Division of Davao City. Participants were Teacher I to Teacher III (T1–T3), had at least three (3) years of teaching experience, and consistently received a Very Satisfactory performance rating for the past three consecutive school years. All participants took part in in-depth interviews (IDI) to share their experiences in implementing collaborative learning through peer-assisted instruction. Purposive sampling was employed to select information-rich participants whose experiences were directly relevant to the study, enabling the researcher to gain meaningful insights into the challenges and coping strategies of English teachers and provide evidence that may inform professional development and educational policy in the Division of Davao City.

➤ *Research Instrument*

To explore the experiences of junior high school English teachers in implementing collaborative learning through peer-assisted instruction, this study utilized multiple qualitative data collection methods, including audio-recorded one-on-one unstructured interviews, focus group discussions, and field notes. Participants engaged in several sessions over four days, with each session lasting approximately 1 hour and 15 minutes to allow for in-depth reflection and discussion. An interview guide with open-ended questions was developed to encourage participants to share their experiences, challenges, and coping strategies while ensuring alignment with the study's objectives.

Consistent with Fuster-Guillén (2019), the use of in-depth interviews enabled participants to provide rich, personal narratives and reflections on their teaching practices. Combined with focus group discussions and field notes, these instruments generated comprehensive qualitative data on teachers' instructional strategies, perceptions, and coping mechanisms, while also identifying contextual factors, such as administrative support, student motivation, and resource availability, that influence the successful implementation of peer-assisted instruction and collaborative learning in English classrooms.

➤ *Analytical Framework*

This study employed framework analysis, a qualitative method appropriate for applied educational research involving complex data. Guided by Fuchs (2023) and Goldsmith (2021), the analysis systematically organized verbatim transcripts from in-depth interviews and focus group discussions according to the research questions. The data were carefully coded to identify recurring ideas, which were then grouped into categories and synthesized into broader themes that reflected teachers' experiences, challenges, coping strategies, and instructional adaptations in implementing collaborative learning through peer-assisted instruction.

To ensure the trustworthiness of the findings, the study employed triangulation, member checking, and peer debriefing to enhance credibility and objectivity. A thematic report was developed using participants' direct quotations and supported by relevant literature, while tables and matrices were used to present key themes and patterns clearly. Through framework analysis, the study generated systematic and practical insights that can inform teaching practices and educational policies, consistent with the framework proposed by Ritchie and Spencer (1994), as cited in Goldsmith (2021).

Framework analysis provided a rigorous yet flexible approach to understanding the lived experiences of junior high school English teachers. Its structured process enabled the researcher to capture meaningful patterns across participants' narratives while remaining responsive to the complexities of classroom practice, making it well-suited for examining collaborative learning and peer-assisted instruction in diverse educational contexts.

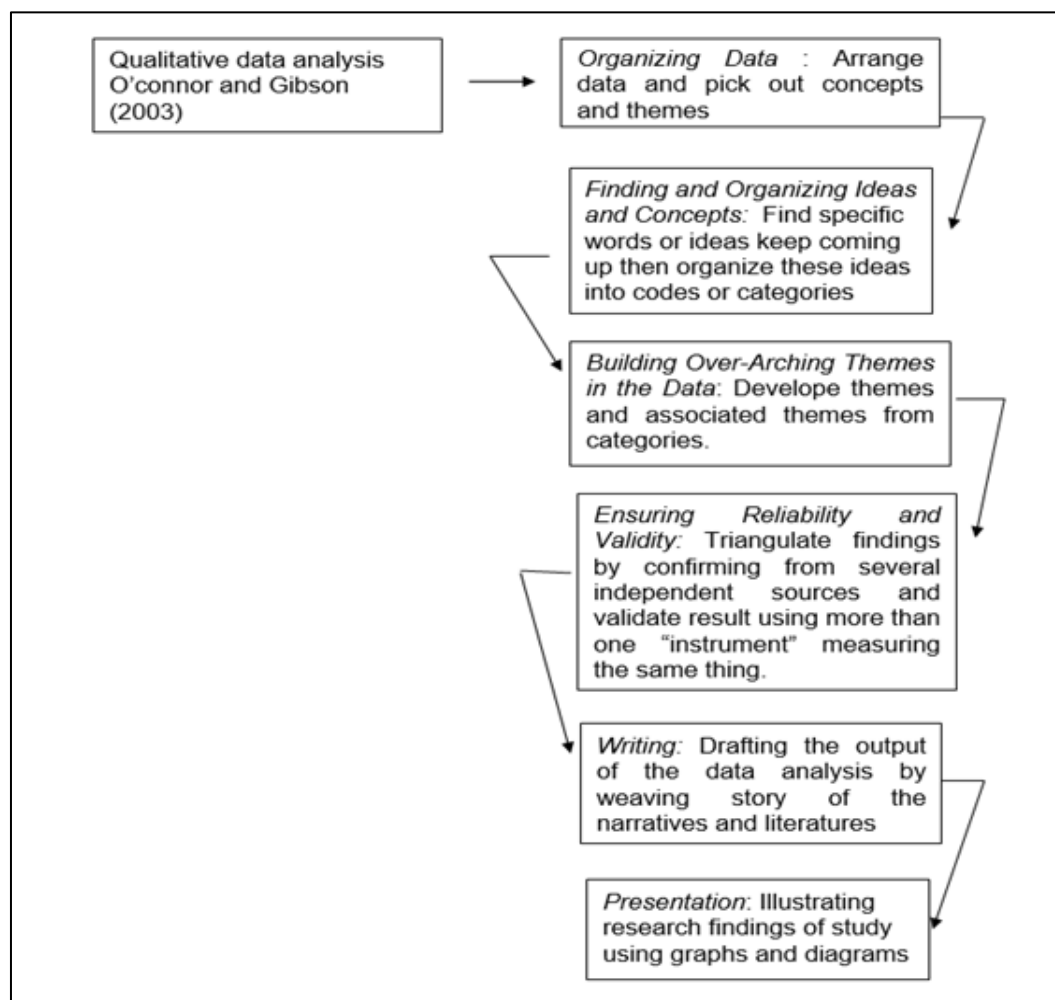


Fig 2 Analytical Framework of the Study

III. RESULTS AND DISCUSSIONS

➤ Challenges of English Teachers on Collaborative Learning with Peer-Assisted Instruction

Peer-assisted instruction is a collaborative learning strategy wherein students support one another's academic growth under teacher guidance. In high school English classrooms, this method promises enhanced student engagement, improved comprehension, and stronger peer relationships. However, English teachers encounter numerous challenges when integrating Peer-assisted instruction into their instruction.

This was supported by a contemporary prominent challenge is classroom management. Teachers often struggle to maintain order and productive discussion among peer groups, particularly in large classes with diverse learners (Brown & Lee, 2021). The need for consistent monitoring and intervention can be overwhelming, especially for teachers handling multiple sections.

Another critical factor is the lack of adequate training in implementing collaborative and peer-assisted techniques. Many English teachers report receiving minimal professional development in this area, making it difficult to facilitate PAI effectively (Martínez & Cruz, 2023). Without proper

training, teachers may default to traditional lecture-based methods that feel more manageable.

• Lack of Student Readiness and Motivation.

Student readiness and motivation are foundational yet often problematic factors in the successful implementation of peer-assisted instruction (PAI) in English classrooms. Many high school students enter collaborative learning environments without the essential academic and interpersonal skills necessary to engage meaningfully with peers.

The foregoing results of the study were consistent with the findings of Santos and Del Rosario (2022), English teachers frequently encounter students who lack the preparedness to contribute effectively in group tasks due to insufficient communication or comprehension skills, thus compromising the integrity of collaborative learning.

Likewise, the study's findings are also supported by the study of Li and Tsai (2020) note that this imbalance often leads to frustration and weakens the collaborative dynamic, making peer-assisted strategies less effective. English teachers must often contend with low motivation stemming from a lack of interest in the subject, poor academic self-esteem, or previous negative experiences with group tasks.

Most of the teachers' narratives regarding lack of student readiness and motivation provided the following statements:

“Kapag ipinatutupad ko ang collaborative learning gamit ang peer-assisted instruction, maingat kong binubuo ang mga grupo ng mga estudyante upang maisama ang parehong mahuhusay at nangangailangang matuto pa. Ang paraang ito ay nakatutulong upang mapalakas ang kanilang kumpiyansa, mahikayat ang aktibong pakikilahok, at mahasa ang kanilang kasanayan sa pagsasalita ng Ingles nang hindi natatakot magkamali.” (“When implementing collaborative learning with peer-assisted instruction, I carefully group students to include both strong and struggling learners. This approach builds confidence, encourages active participation, and helps students practice their English communication skills without fear of making mistakes.”) (P1)

“Sa pagpapatupad ng collaborative learning, nagtatakda ako ng malinaw na tungkulin para sa bawat mag-aaral upang matiyak ang kanilang aktibong pakikilahok. Malaki ang naitutulong ng estratehiyang ito sa pagpapabuti ng kakayahan ng mga estudyante sa pag-unawa sa binabasa at sa mas malalim na pag-intindi nila sa mga konsepto sa Ingles habang ipinapaliwanag nila ang aralin sa kanilang mga kamag-aral.” (“In implementing collaborative learning, I assign clear roles to ensure active participation. This strategy greatly improves students' reading comprehension and deepens their understanding of English concepts as they explain lessons to their classmates.”) (P2)

“Isa sa mga hamon ay ang pananatiling nakatuon ng mga estudyante habang isinasagawa ang peer-assisted instruction, kaya nagbigay ako ng mga istrukturadong gawain at maingat na mino-monitor ang kanilang progreso. Sa pamamagitan ng paraang ito, bumuti ang kanilang kakayahan sa gramatika, pagsulat, at kritikal na pag-iisip habang natututo silang magbigay at tumanggap ng puna mula sa kanilang mga kaklase nang may pananagutan.” (“One challenge was keeping students focused during peer-assisted instruction, so I gave structured tasks and monitored closely. This approach improved their grammar, writing, and critical thinking as they learned to give and receive peer feedback responsibly.”) (P7)

Analysis of the teachers' narratives revealed that both participants viewed collaborative learning as effective but emphasized different strategies for successful peer-assisted instruction (PAI). Participant 1 highlighted strategically grouping high- and low-performing students to build confidence and encourage English oral communication, while Participant 2 stressed assigning clear group roles to ensure active participation and deeper understanding through peer explanation. However, teachers identified student readiness, social anxiety, fear of making mistakes, and limited motivation as major barriers to effective collaboration. These findings support Nguyen (2023), who emphasized the importance of creating an emotionally safe classroom environment, and Santiago and Ureta (2020), who noted that limited home support and the digital divide further affect students' readiness for peer-assisted learning.

Teachers also reported that keeping students focused during collaborative activities remains a challenge. They addressed this by assigning structured tasks, closely monitoring group work, and providing continuous feedback, resulting in improved grammar, writing, accountability, and critical thinking. These findings are consistent with Kwon and Kim (2021), who found that English learners often hesitate to participate because of limited vocabulary and fear of making mistakes, and with Patel and Herrera (2022), who observed that some students prefer teacher-led instruction because they question the credibility of their peers, reducing motivation and the effectiveness of collaborative learning.

• Student Behavioral Issues.

One persistent challenge English teachers face in implementing Peer-Assisted Instruction (PAI) in collaborative learning environments is managing student behavioral issues. In high school settings, students often exhibit behaviors that disrupt group dynamics, such as dominance, passivity, non-participation, or off-task behavior.

The study's findings agree with those of Lopez and Santos (2022): group tasks frequently fail when some students take control while others disengage completely, creating an imbalance that hinders the effectiveness of PAI. These behavioral disparities not only impact individual learning but also create tension within peer groups.

Lack of cooperation and poor interpersonal skills among adolescents further complicate the use of collaborative learning strategies. Tan and Rivera (2021) found that students often bring external conflicts into classroom interactions, which can manifest as arguments, teasing, or exclusion during group work. Teachers are then required to act as mediators rather than facilitators of learning, which detracts from the instructional focus. Some of the responses of the participants provided the following statements:

“Isa sa mga pangunahing hamon sa pagpapatupad ng collaborative learning gamit ang peer-assisted instruction ay ang pamamahala sa ingay at asal ng mga estudyante. Ang pagtatakda ng malinaw na mga tuntunin at inaasahan ay nakatutulong upang manatiling nakatuon ang mga mag-aaral, na nagreresulta sa mas aktibong pakikilahok at pagpapabuti ng kanilang kakayahan sa pagsasalita ng Ingles.” (“A major challenge in implementing collaborative learning with peer-assisted instruction is managing noise and behavior. Setting clear rules and expectations helps students stay focused, resulting in better engagement and improved spoken English performance.”) (P3)

“May ilang estudyante na alinman ay nag-aatubiling makibahagi o masyadong nangingibabaw sa gawaing panggrupo, kaya't nagtatakda ako ng mga tiyak na tungkulin tulad ng facilitator, timekeeper, at reporter. Sa ganitong paraan, nagiging balanseng ang partisipasyon, napapabuti ang pagtutulungan, at nahahasa ang kasanayan sa Ingles dahil nagkakaroon ng pagkakataon ang lahat na magsalita at makinig.” (“Some students are either reluctant or too dominant in group work, so I assign specific roles like

facilitator, timekeeper, and reporter. This ensures balanced participation, better teamwork, and improved English skills as everyone gets a chance to speak and listen.”)(P4)

One of them voiced during the discussions had the same theme:

“Minsan ay nagkakaroon ng alitan sa gawaing panggrupo, kaya tinuturuan ko ang mga estudyante ng tamang paraan ng paglutas ng sigalot at magalang na pakikipag-usap. Nakakatulong ito upang harapin nila ang mga hindi pagkakaunawaan nang may pagkamahinahon at makalikha ng mas epektibong kolaboratibong gawaing sa Ingles.” (“Conflicts sometimes arise during group work, so I teach students conflict resolution and respectful communication. This helps them handle disagreements maturely and produce more effective collaborative work in English.”)(P10)

With the narration above, I analyzed how both teachers effectively employed proactive classroom management strategies to foster better English performance in collaborative settings, with P3 focusing on overall class decorum and P4 on individual accountability within groups.

The effectiveness of peer-assisted tasks in educational settings can be significantly hampered by specific student behaviors. Kim and Park (2020), for instance, extensively emphasized how behavioral immaturity among students can derail the progress of such collaborative efforts. Their research highlighted common disruptive behaviors, including interrupting peers during discussions, refusing to share tasks or materials, and ignoring instructions provided by either the teacher or a peer leader. These actions not only disrupt the flow of the activity but also create an unproductive learning environment, preventing students from effectively engaging with the material or supporting their classmates as intended in peer-assisted learning models.

Beyond immediate behavioral disruptions, high school students' varying levels of self-regulation also pose a significant challenge, as observed by Delgado and Carreon (2023). Their findings indicated that many students struggle to maintain focus and stay on task in the absence of direct teacher supervision. In the context of Peer-Assisted Instruction (PAI), this lack of intrinsic motivation and focus frequently manifests as wasted time on irrelevant conversations, personal distractions, or simply disengagement from the assigned learning objectives.

As a teacher, this statement addressed the challenge of group conflicts by proactively teaching students conflict-resolution skills, including respectful disagreement scripts, and by regularly checking in with groups to mediate issues. This approach leads to more mature student interactions and more productive collaborative output in English.

The success of peer-assisted learning strategies critically hinges on students' capacity for self-regulation and discipline. Ramirez and Belen (2022) powerfully echoed this concern, highlighting a significant challenge where students

lacking intrinsic self-discipline may misinterpret the purpose of collaborative sessions. Their research indicates that, rather than engaging in structured academic interactions focused on shared learning goals, these students are prone to treating peer-assisted activities primarily as opportunities for social breaks.

Another behavioral issue in PAI stems from students' reluctance to accept feedback from peers. As noted by Ali and Joseph (2021), many high school learners resist constructive criticism from classmates, viewing it as a personal attack rather than a growth opportunity. This resistance can escalate into conflict or avoid behaviors that diminish trust within the group and weaken the collaborative culture that PAI depends on.

• Assessment Challenges.

Assessing student learning within the context of collaborative learning and Peer-Assisted Instruction presents significant challenges for English teachers in high school. A major concern is equitably evaluating individual contributions in a group setting.

The complexities of assessing individual contributions within collaborative learning environments present a significant challenge for educators. This difficulty was clearly articulated by Santos and Mejia (2021), who supported the idea that many teachers struggle to accurately distinguish between students who genuinely contribute to group tasks and those who merely benefit from the efforts of their more active peers. This inability to discern true participation from "free-riding" creates substantial issues related to fairness in grading and compromises the overall reliability of assessment outcomes in collaborative settings.

Furthermore, the limitations of conventional assessment methods in capturing the full scope of learning in peer-assisted contexts were affirmed by Delos Reyes and Tamayo (2023). They specifically pointed out that traditional assessment tools are often inadequate for truly capturing the complex, multifaceted skills that are organically developed during peer interaction. These vital skills include not only academic knowledge but also critical thinking, effective communication, and collaborative teamwork, which are often overlooked or imprecisely measured by standard tests and assignments. The participants' responses from the in-depth interview support the theme above:

“Isa sa mga hamon sa pagpapatupad ng collaborative learning gamit ang peer-assisted instruction ay ang pagsubaybay sa indibidwal na pag-unlad ng bawat estudyante. Tinutugunan ko ito sa pamamagitan ng mga formative assessment tulad ng exit tickets o maiikling pagsusulit, na nakatutulong upang matukoy ang mga kakulangan sa pagkatuto at makapagbigay ng angkop na gabay para sa mas mahusay na pagganap sa Ingles.” (“One challenge in implementing collaborative learning with peer-assisted instruction is monitoring each student's individual progress. I address this through formative assessments like exit tickets or short quizzes, which help identify learning

gaps and provide targeted support for better English performance.")(P5)

"Isa pang hamon ay ang pagtatasa sa partisipasyon at kalidad ng pakikipagtulungan ng mga estudyante. Gumagamit ako ng mga rubrics at peer evaluation upang malinaw ang mga inaasahan, na nagiging dahilan upang mas maging responsable at produktibo sila sa kanilang mga gawain sa Ingles." ("Another challenge is assessing students' participation and collaboration quality. I use rubrics and peer evaluations to set clear expectations, making students more accountable and productive in their English tasks.")(P6)

The participants' response revealed the same theme:

"Maaaring mag-iba ang kalidad ng peer-assisted instruction depende sa kakayahan ng tutor, na nakakaapekto sa suporta sa mga estudyante. Nagbibigay ako ng regular na pagsasanay at estrukturadong gabay para sa mga peer tutor, na nagreresulta sa mas pare-parehong pag-unawa at pagganap sa Ingles." ("The quality of peer-assisted instruction can vary with the tutor's ability, affecting student support. I provide regular training and structured prompts for peer tutors, which leads to more consistent English comprehension and performance.")(P8)

"Mahirap pamahalaan ang oras at kagamitan para sa pagtatasa sa collaborative learning. Gumagamit ako ng pinagsamang pamamaraan—obserbasyon, mabilisang pagsusuri sa grupo, at exit tickets—upang epektibong masubaybayan ang pag-unlad sa Ingles nang hindi naaabala ang pagtuturo." ("Managing time and resources for assessment is challenging in collaborative learning. I use blended approaches—observation, quick group checks, and exit tickets—to effectively track English progress without disrupting instruction.")(P9)

Analysis of the teachers' narratives revealed that assessing collaborative learning is a major challenge in peer-assisted instruction. Participant 5 addressed difficulties in monitoring individual learning by using formative assessments, such as exit tickets and quizzes after group activities, to identify learning gaps and provide targeted support. In contrast, Participant 6 focused on assessing participation and collaboration through rubrics, self-assessment, and peer evaluation, which increased student accountability and engagement during English learning activities. These findings highlight the importance of combining individual and group assessment strategies to ensure fair and meaningful evaluation.

Previous studies support these findings by emphasizing that unclear rubrics and inconsistent assessment practices can undermine the validity and fairness of grading in collaborative learning (Choi & Lee, 2020). Likewise, the absence of structured assessment frameworks often leaves

both teachers and students uncertain about expectations, reducing the perceived value of peer-assisted activities (Vargas & Ramos, 2022). Time constraints and heavy teaching workloads further limit teachers' ability to monitor group interactions and provide authentic performance-based assessments, particularly in large classes (Navarro & Luna, 2021; Khan & Batool, 2020).

Three major themes emerged from the participants' responses: *lack of student readiness and motivation, student behavioral issues, and assessment challenges*. These interconnected themes demonstrate that teachers must address cognitive, behavioral, and evaluative factors simultaneously to implement collaborative learning effectively. Difficulties in one area often affect the others, requiring comprehensive classroom strategies and continuous teacher support.

These findings are consistent with earlier studies showing that although collaborative learning can enhance motivation and reduce anxiety, many students initially resist active participation and require substantial scaffolding (Johnson & Johnson, 2021). Behavioral concerns, such as unequal participation and poor group dynamics, also hinder effective collaboration (Nguyen et al., 2022), while traditional assessment methods often fail to capture the communication, teamwork, and critical-thinking skills developed through peer-assisted instruction (García & Smith, 2023). Together, these findings underscore the complex but interconnected challenges English teachers face in implementing collaborative learning.

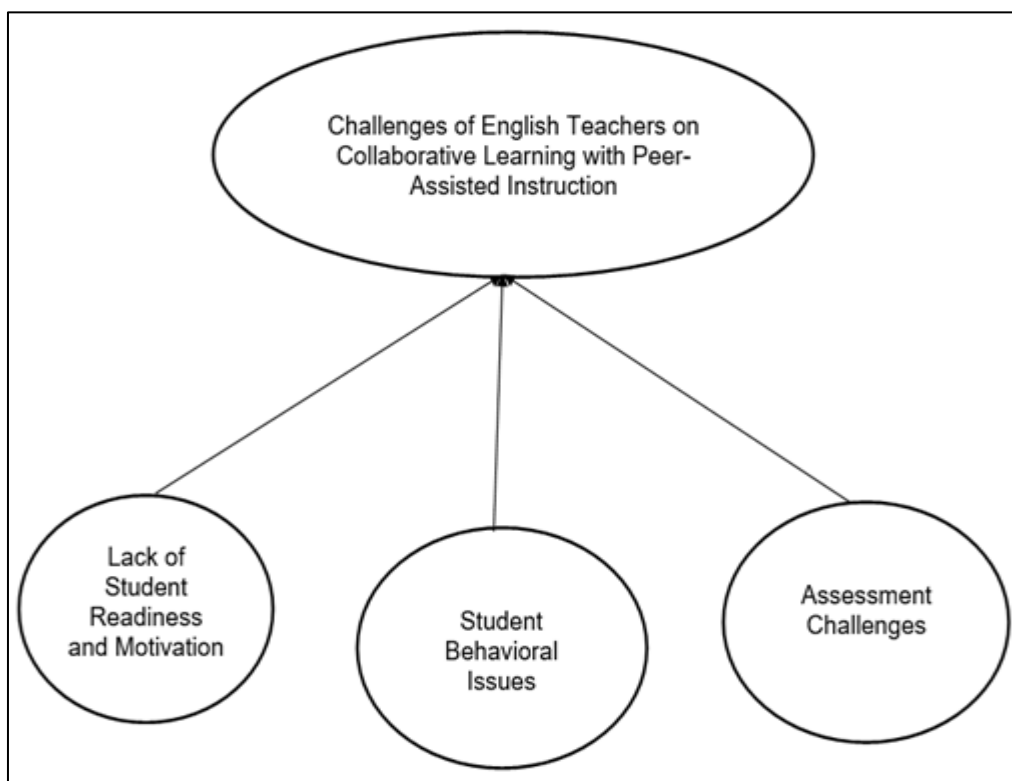


Fig 3 Emerging Themes on the Challenges of English Teachers on Collaborative learning with Peer-Assisted Instruction

➤ *Coping Mechanisms with the Challenges of Teachers on Collaborative Learning with Peer-Assisted Instruction*

English teachers in high school face multifaceted challenges in implementing Collaborative Learning through Peer-Assisted Instruction, prompting them to develop a range of coping mechanisms to sustain classroom effectiveness. One major coping strategy is the use of structured lesson planning and clear peer roles, which helps maintain order and ensures task completion.

Delos Santos and Molina (2021) emphasize that well-structured collaborative tasks, with defined responsibilities and rubrics, reduce confusion and imbalance in group dynamics. Professional collaboration with fellow teachers is another crucial coping mechanism. According to Ramirez and Cruz (2022), peer mentoring and collaborative lesson planning among English teachers help share effective strategies and provide emotional support during difficult instructional phases.

- *Utilizing Structured Lesson Planning.*

Structured lesson planning has become a vital coping mechanism for high school English teachers facing the complexities of implementing collaborative learning through Peer-Assisted Instruction. The deliberate organization of lesson component such as clear objectives, student roles, time allocations, and group tasks, empowers teachers to manage classroom dynamics and ensure productive peer interaction.

Structured planning also addresses time management issues in collaborative settings. Teachers who allocate time blocks for peer discussion, reflection, and feedback reduce

the risk of off-task behavior and group imbalance (Ortega & Yuson, 2023). Such strategic time allocation ensures that the collaborative activities remain purposeful and academically focused. Furthermore, planning for formative assessments within collaborative sessions such as peer evaluations and mini-reflection tasks, enhances the effectiveness of PAI and provides insights for instructional adjustments (Santos & Uy, 2021). This ongoing assessment allows teachers to adapt their strategies in real-time, optimizing learning outcomes.

Here are some statements mentioned by the participants:

“Isa sa karaniwang isyu sa collaborative learning gamit ang peer-assisted instruction ay hindi pantay na partisipasyon ng mga estudyante. Tinutugunan ko ito sa pamamagitan ng pagtatalaga ng malinaw na mga tungkulin, paglalahad ng tiyak na mga gawain, at paggamit ng accountability sheet upang matiyak na lahat ay nakikibahagi.” (“A common issue in collaborative learning with peer-assisted instruction is unbalanced student participation. I address this by assigning clear roles, outlining specific tasks, and using an accountability sheet to ensure everyone contributes.”)(P1)

“Isang pangunahing isyu sa collaborative learning ay ang paglihis ng atensyon ng mga estudyante. Tinutugunan ko ito sa pamamagitan ng istrukturadong lesson plan, malinaw na mga tagubilin, itinakdang oras, at paggamit ng timer upang manatiling nakatuon ang mga estudyante at maabot ang mga layunin sa pagkatuto ng Ingles.” (“A key issue in collaborative learning is off-task behavior. I address this with a structured lesson plan, clear instructions, set time limits,

and a timer to keep students focused and meet English learning objectives.”) (P2)

Participants shared:

“Minsan ay hindi epektibo ang peer feedback sa peer-assisted instruction, kaya nagbibigay ako ng istrukturadong gabay at mga panimulang pangungusap. Nakakatulong ito upang maging mas pokus ang feedback at mapabuti ang kasanayan ng mga estudyante sa Ingles.” (“Sometimes peer feedback in peer-assisted instruction is ineffective, so I provide structured guidelines and sentence starters. This makes feedback more focused and helps improve students’ English skills.”) (P8)

“Sa collaborative learning, iba-iba ang pangangailangan ng mga estudyante sa suporta. Tinutugunan ko ito sa pamamagitan ng istrukturadong lesson plan na may iba’t ibang gawain at peer mentoring, upang matiyak ang angkop na suporta at mas mahusay na resulta sa pagkatuto ng Ingles.” (“In collaborative learning, students have varying support needs. I address this with a structured lesson plan that includes differentiated tasks and peer mentoring, ensuring appropriate support and better English learning outcomes.”) (P10)

P1 addressed unbalanced student participation by using structured lesson planning to assign clear individual roles and responsibilities and incorporating accountability sheets, thereby controlling unequal contributions. While P2 tackled lack of focus and off-task behavior by designing structured lesson plans with clear time limits, specific instructions, output expectations, and the use of a timer, aiming to keep students focused on their tasks and English learning objectives.

Integrating digital tools into structured plans is also a coping innovation. Halili and de Guzman (2022) suggest that using platforms like Google Slides or Padlet for collaborative outputs enhances monitoring and accountability in virtual or blended classrooms. These digital tools provide a transparent and asynchronous record of individual contributions, making it easier for teachers to track progress and identify participation levels even when direct in-person observation is limited.

Structured planning also extends to post-activity evaluations, where teachers assess group outcomes against learning targets and use reflective prompts to inform future adjustments (Espino & Ramos, 2024). Structured lesson planning provides a framework for consistency, reduces ambiguity, and helps teachers remain adaptive in managing the inherent challenges of collaborative peer-assisted learning in English classrooms.

The responses above revealed P8 and P10's insights on challenges in collaborative learning. P8 addressed the issue of ineffective peer feedback by incorporating structured guidelines, checklists, and sentence starters into the lesson plan to make peer assistance more targeted and helpful in improving English skills. On the other hand, P10 tackled the

challenge of varying student support needs by designing a structured lesson plan with differentiated activities and support mechanisms, providing tailored instructions for high-achievers (as peer mentors) and simplified tasks for those needing more guidance, ultimately increasing overall engagement and English learning outcomes.

In addition, Ramirez and Cruz (2022) argue that scaffolding peer-led activities within structured lessons fosters accountability and maximizes participation, especially when dealing with less motivated or academically struggling students. This approach is particularly effective when dealing with less motivated or academically struggling students, as it provides them with the necessary support and clear expectations to engage meaningfully rather than disengage. These structured approaches include assigning specific roles such as note-taker, summarizer, or peer coach, which encourages active engagement and equal contribution (Lee & Gomez, 2020). By designating roles such as note-taker, summarizer, or peer coach, teachers actively encourage more equitable contribution and direct student engagement, ensuring that each member has a defined responsibility within the collaborative task.

• *Strengthening Professional Collaboration with Fellow Teachers.*

This concept delves into how professional collaboration with fellow teachers serves as a significant coping mechanism for English teachers navigating the challenges of implementing Peer-Assisted Instruction (PAI) in collaborative high school classrooms. Through shared planning sessions, team teaching, and peer mentoring, teachers gain access to a pool of strategies that support differentiated instruction, classroom management, and learner engagement.

The study’s findings agree with teacher’s ability to De la Peña and Santos (2021), peer collaboration fosters a culture of reflective teaching, allowing educators to analyze and refine their use of PAI based on shared experiences and best practices. Teachers often rely on professional learning communities (PLCs) to exchange lesson plans, co-develop assessment tools, and troubleshoot group dynamic issues. This sense of collegiality eases the emotional and logistical burdens associated with collaborative learning settings.

On the other hand, the findings of the study were affirmed by the study of Martinez and Uy (2022) emphasize that collaborative planning empowers teachers to design more coherent and inclusive peer-assisted activities by integrating diverse teaching perspectives. It also encourages the use of evidence-based strategies that align with institutional goals and curriculum standards.

The participants expressed:

“Ang pamamahala sa silid-aralan ay isang karaniwang hamon sa collaborative learning. Nakipag-collaborate ako sa aking mga kapwa guro at natutunan ang mga estratehiya tulad ng non-verbal cues at check-in points upang mapanatili ang kaayusan at mapabuti ang

pamamahala sa klase.” (“Classroom management is a common challenge in collaborative learning. I collaborated with fellow teachers, learning strategies like non-verbal cues and check-in points to maintain order and improve classroom management.”) (P3)

“Minsan ay hindi pare-pareho ang kasanayan ng mga estudyante sa peer tutoring, kaya nakipagtulungan ako sa mga senior na guro upang gumawa ng peer coaching checklist at humingi ng gabay, na nagpatibay sa bisa ng peer-assisted instruction.” (“Students’ peer tutoring skills are sometimes inconsistent, so I collaborated with senior teachers to create a peer coaching checklist and receive guidance, improving the effectiveness of peer-assisted instruction.”) (P5)

One shared:

“Nahirirapan akong magbigay ng iba’t ibang gawain sa collaborative learning, kaya nakipagtulungan ako sa mga guro sa Special Education at mga guro ng Ingles na may karanasan sa inclusive classrooms upang gumawa ng isang koleksyon ng iba’t ibang gawain sa Ingles, na epektibong tumutugon sa magkakaibang pangangailangan ng mga estudyante. “(I struggled to differentiate activities in collaborative learning, so I collaborated with Special Education and experienced English teachers to create a bank of differentiated English tasks, effectively addressing students’ diverse needs. “) (P6)

Both teachers effectively used professional collaboration to address challenges in implementing collaborative learning. Participant 3 focused on improving classroom management, while Participant 5 collaborated with Special Education and experienced English teachers to develop differentiated activities and scaffolding strategies for diverse learners. Their collaboration resulted in a shared bank of English learning activities that better supported varying student needs.

These findings are supported by studies showing that collaboration with colleagues helps teachers anticipate classroom challenges, improve peer-assisted instruction, and refine group management strategies through shared experiences and peer observation (Ramos & Mendoza, 2023; Espiritu & Gonzales, 2021). Digital collaboration platforms also facilitate resource sharing and collaborative problem-solving (Villanueva & Cruz, 2024), while mentoring programs strengthen teachers’ instructional skills and resilience through continuous professional support (Bautista & Reyes, 2023). Together, these practices create a collaborative professional environment that enhances the implementation of peer-assisted learning.

- *Fostering Student-Led Goal Setting.*

Student-led goal setting has emerged as an effective coping mechanism for high school English teachers facing the challenges of implementing Peer-Assisted Instruction in collaborative classrooms. Empowering students to set their own academic and behavioral goals fosters ownership, responsibility, and intrinsic motivation, factors that can

reduce classroom management burdens and enhance the effectiveness of peer collaboration

The foregoing results of the study were consistent with the findings of the study made by Mendoza and Ruiz (2022) found that when students are guided to set specific, measurable goals for collaborative tasks, such as peer feedback frequency or active listening metrics, they are more accountable and focused during learning activities. This structured approach helps transform vague group work into purposeful, directed engagement.

By establishing personal and group targets, students develop a stronger commitment to their roles within peer-assisted tasks, which helps teachers mitigate issues related to unequal participation and disengagement (Garcia & Lim, 2021). Such clear objectives empower students to take ownership of their learning and contribute meaningfully to the collective effort.

The participants revealed:

“May ilang estudyante na kulang sa panloob na motibasyon sa peer-assisted learning, kaya ipinatupad ko ang student-led goal setting. Sa pamamagitan ng pagpapahintulot sa mga grupo na magtakda ng sariling layunin sa pagkatuto ng Ingles, mas tumataas ang kanilang partisipasyon at pagkakainteres sa gawain.” (Some students lack intrinsic motivation in peer-assisted learning, so I introduced student-led goal setting. Allowing groups to set their own English learning goals increases engagement and investment in the activity.”) (P4)

“Minsan ay ginagawa ng mga estudyante ang gawain nang hindi sinusubaybayan ang kanilang progreso, kaya nagdagdag ako ng regular na self-assessment at peer-assessment. Nakakatulong ito upang maging mas responsable sila sa kanilang pagkatuto at mas maunawaan ang kanilang pag-unlad sa Ingles.” (“Students sometimes complete tasks without monitoring progress, so I added regular self- and peer-assessments. This encourages responsibility and awareness of their English learning.”) (P7)

Participant commented:

“May ilang estudyante na hindi nakikita ang kahalagahan ng mga aralin sa Ingles, kaya hinihikayat ko silang magtakda ng personal na layunin sa literacy na nakaayon sa kanilang interes. Nakakatulong ito upang maging makahulugan ang kanilang pagkatuto at mapataas ang kanilang partisipasyon sa mga kolaboratibong gawain.” (“Some students find English lessons irrelevant, so I encourage personalized, interest-based literacy goals. This makes learning meaningful and boosts engagement in collaborative activities.”) (P9)

Comparing P4 and P7’s insights on challenges in collaborative learning, P4 addressed the issue of lack of intrinsic motivation by introducing student-led goal setting, allowing groups to establish their own literacy goals in English, which increases their investment and enjoyment in

the learning process. On a similar note, P7 tackled the problem of students not monitoring their own or their peer's progress by incorporating regular self-assessment and peer-assessment based on these set goals, leading to greater responsibility and awareness of their English development.

Moreover, goal setting serves as a formative assessment tool for teachers, allowing them to monitor individual and group progress more efficiently without over-reliance on formal assessments (Torres & Villanueva, 2023). This provides ongoing, actionable data that can guide real-time instructional adjustments.

Teachers report that student-led goal setting provides valuable insight into learners' metacognitive awareness, which informs differentiated instruction strategies and helps align PAI activities with varying student needs (Lopez & Cheng, 2020). Understanding what students perceive as their strengths and weaknesses in collaboration allows for more tailored and effective peer interactions.

In essence, Teacher 9's insight addressed the challenge of a lack of personal relevance in English lessons, which causes student disengagement in collaborative learning. This teacher copes by promoting student-led, personalized goal setting, encouraging students to connect their literacy goals to their individual interests and daily lives. This strategy makes learning more meaningful and increases students' motivation to improve their English skills through collaboration.

This finding is congruent with the notion of a comprehensive study by Santiago and Cruz (2024), who argue that this practice nurtures a classroom culture where feedback is seen not as criticism but as a tool for growth, thus easing the teacher's role as sole motivator or facilitator. When teachers incorporate goal-setting conferences or reflection journals into their instructional design, they reduce the stress associated with monitoring large groups and can instead focus on guiding and mentoring. In sum, student-led goal setting empowers learners and equips teachers with a proactive mechanism to cope with the logistical and motivational challenges inherent in collaborative, peer-assisted English classrooms.

Research also highlights that student-led goal setting supports self-regulated learning, which is essential for maximizing the benefits of peer-assisted models (Javier & Bautista, 2023). This empowerment allows students to take ownership of their learning trajectory, fostering greater independence and effectiveness within collaborative environments.

Based on the themes identified from the figure, the coping mechanisms of teachers with the challenges encountered were using structured lesson planning, strengthening professional collaboration with fellow teachers and fostering student-led goal setting.

One crucial coping mechanism for teachers is the use of structured lesson planning. While Gillies (2019) notes that group collaboration can be disrupted by issues like student dominance or passivity, a well-structured lesson plan can proactively mitigate these problems by clearly defining roles, tasks, and expectations. This meticulous planning ensures that all students are engaged and contribute meaningfully, preventing a few from dominating or others from withdrawing, thereby fostering more equitable and productive peer interactions.

Another vital coping strategy involves strengthening professional collaboration with fellow teachers. Alghamdi and Gillies (2021) conducted a case study in Saudi Arabia, revealing that many teachers are hesitant or inconsistent in using collaborative strategies like PAI due to limited training and support. Therefore, engaging in professional collaboration, sharing insights, and seeking peer support become essential coping mechanisms to overcome these limitations and build confidence in implementing PAI effectively.

Student-led goal setting emerges as a powerful coping mechanism, particularly in light of assessment pressures. While Lin and Griffith (2020) highlight that assessment challenges are particularly pronounced in contexts dominated by high-stakes testing, enabling students to set their own goals shifts some of the learning ownership onto them. Empowering students to define their objectives for collaborative tasks not only increases their motivation and accountability but also provides a more nuanced understanding of their learning process beyond what traditional assessments can capture, leading to a deeper commitment to the collaborative endeavor.

Figure 4 shows the same concept as Figure 3: the responses from participants are organized in 2 small ovals and a circle, indicating that the ideas are related to one another and pointing to the main idea inside the big oval, which shows how to cope with the challenges related to Figure 3.

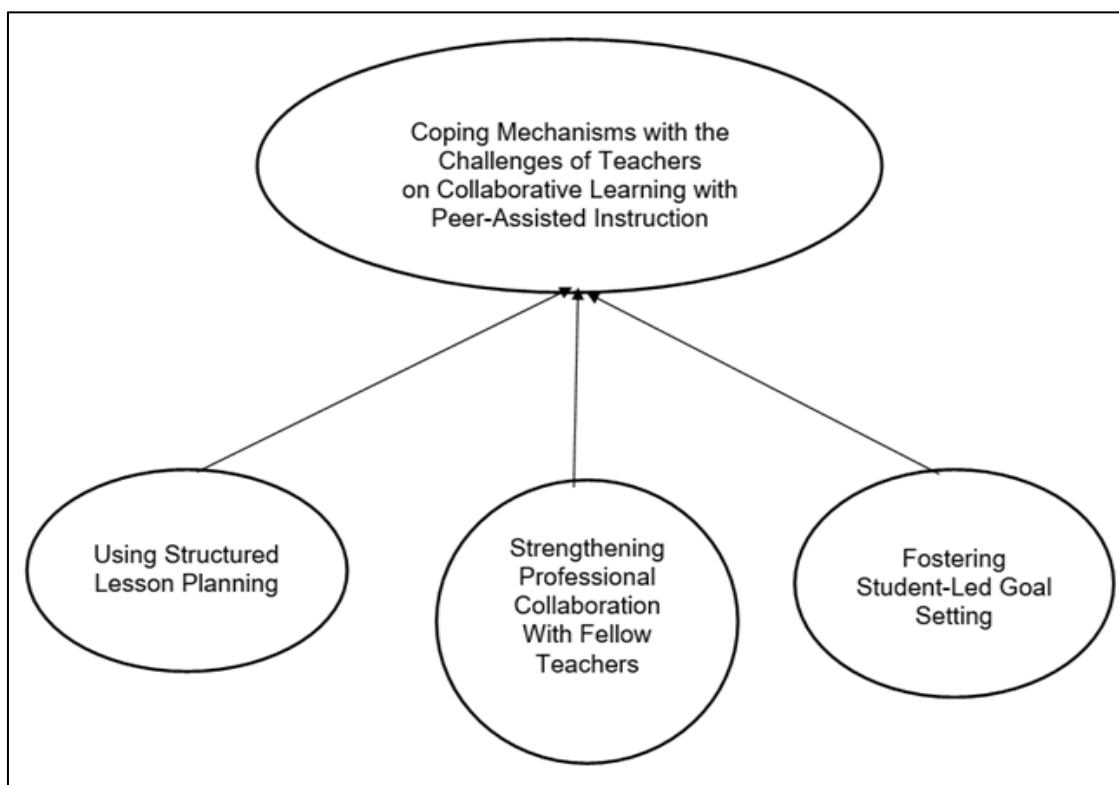


Fig 4 Emerging Themes on the Copping Mechanisms with the Challenges of Teachers on Collaborative learning with Peer-Assisted Instruction

➤ *Lessons Drawn from the Findings of the Study on Collaborative Learning with Peer-Assisted Instruction*

The findings from studies on collaborative learning with Peer-Assisted Instruction in high school English classrooms offer significant insights for educational management, particularly in areas such as instructional supervision, teacher support, resource allocation, and professional development. The participants shared their educational management insights and it was narrowed down into one to generate the themes. These themes were carefully analyzed and formulated based on what came from informants' accounts and reflections. The subthemes are shown below:

- *Institutionalizing Collaborative Learning Framework.*

One key insight is the importance of institutionalizing context-sensitive, adaptable collaborative learning frameworks that account for student readiness and classroom dynamics. School administrators must ensure that curricular and scheduling policies accommodate flexible grouping and peer-interaction time, which are foundational to the success of PAI strategies. Institutionalizing collaborative learning frameworks is critical for the successful integration of Peer-Assisted Instruction (PAI) in English classrooms, particularly in high school settings. As educational institutions seek to enhance learner engagement and achievement, systemic support for collaborative learning models must be prioritized through policies, resources, and training (Johnson, Johnson, & Smith, 2020).

One of the most significant challenges identified in implementing PAI is the inconsistency in institutional

backing, which often leaves teachers to navigate peer-based methods without adequate infrastructure (Gupta & Rani, 2021). Some participants shared insights regarding institutionalizing collaborative learning frameworks. They expressed that:

"Ang collaborative learning gamit ang peer-assisted instruction ay inilalagay ang mga estudyante sa sentro ng pagkatuto, na nagpapahusay sa kanilang pag-unawa sa gramatika at bokabularyo. Ang pagsasama nito sa paaralan bilang patakaran gamit ang standardized na gabay ay nagsisiguro na ito ay maging tuloy-tuloy na bahagi ng pagtuturo ng Ingles." ("Collaborative learning with peer-assisted instruction shifts students to the center of learning, enhancing grammar and vocabulary understanding. Institutionalizing this approach with standardized guidelines ensures it becomes a consistent part of English instruction.") (P1)

"Pinapahusay ng collaborative learning ang pagtuturo ng Ingles, lalo na sa kasanayan sa pagsasalita, sa pamamagitan ng pagbibigay sa mga estudyante ng mas maraming pagkakataon na magsalita. Ang paglalaan ng regular na oras at espasyo, tulad ng collaboration rooms o nakatakdang oras sa iskedyul ng Ingles, ay makasisiguro na ito ay maging tuloy-tuloy na bahagi ng kanilang pagkatuto." ("Collaborative learning enhances English instruction, especially oral skills, by giving students more opportunities to speak. Allocating regular time and space, like collaboration rooms or scheduled blocks, can make it a consistent part of learning.") (P6)

One expressed:

"Pinapalakas ng collaborative learning ang kumpiyansa at partisipasyon ng mga estudyante. Mahalagang magkaroon ng patuloy na propesyonal na pag-unlad para sa mga guro upang epektibong maisakatuparan ang peer-assisted instruction." ("Collaborative learning boosts students' self-confidence and participation. Continuous professional development for teachers is essential to effectively sustain peer-assisted instruction.") (P10)

P1 advocated for institutionalizing collaborative learning frameworks across the entire school, emphasizing standardized guidelines for group formation, role assignment, and assessment to ensure it's a consistent part of the curriculum rather than an ad-hoc activity, thereby helping students grasp grammar and vocabulary more quickly. Further, P6 highlighted the need for the institution to allocate regular time and space for collaborative learning activities, suggesting "collaboration rooms" or dedicated schedule blocks, to ensure it becomes a regular, rather than optional, part of English instruction, thereby enhancing natural oral communication skills.

Establishing school-wide collaborative learning protocols such as scheduling common planning periods, creating peer observation systems, and allocating professional development days, helps align classroom practice with broader institutional goals (Almulla, 2020). These systemic changes create a supportive environment that fosters consistent and effective collaborative teaching across the school.

Moreover, education systems globally benefit when collaborative learning is embedded into curricular frameworks and school improvement plans. In Finland, for instance, national education reforms have prioritized student-centered and peer-supported learning, leading to measurable improvements in critical thinking and communication skills (Sahlberg, 2021). This demonstrates how top-down commitment to collaborative pedagogies can yield significant positive outcomes at a national level.

The participant above emphasized the importance of continuous professional development for English teachers to effectively implement collaborative learning, particularly peer-assisted instruction. This teacher advocates for more than just one-time seminars, pushing for follow-up training, coaching, and opportunities for sharing best practices to ensure all teachers are skilled and comfortable with this approach, ultimately boosting student self-confidence.

Similarly, in Singapore, structured collaboration through lesson study and peer coaching has been institutionalized as part of teacher performance management and school excellence models (Tan & Chua, 2022). This systemic embedding ensures that collaborative practices are not merely encouraged but are integral to teacher development and overall school improvement, demonstrating a national commitment to fostering a collaborative

professional culture. Such formalization also provides teachers with clear frameworks and ongoing support, enabling them to refine their instructional strategies and enhance student learning outcomes consistently.

This is also supported by a study in contrast, many developing countries struggle with embedding these practices due to rigid curricula and limited administrative autonomy, highlighting the need for decentralized management strategies that empower schools to innovate locally (Mogaji et al., 2021). They highlighted that these countries often struggle to embed such collaborative practices due to rigid curricula and limited administrative autonomy, underscoring the crucial need for decentralized management strategies that empower individual schools to innovate locally and adapt practices to their unique contexts. Implementing such localized approaches can enable schools to tailor collaborative learning methods to better meet the needs of their teachers and students, fostering more effective educational outcomes.

• Addressing the Need for Continuous Teacher Training and Coaching.

Another management insight highlights the need for continuous teacher training and coaching focused on the design, facilitation, and assessment of collaborative tasks. Teachers often report struggling with role assignments, monitoring group dynamics, and maintaining academic rigor within PAI setups. Supporting these needs through targeted workshops and mentorship programs can build teacher capacity and reduce instructional fatigue.

The study's findings agree with Darling-Hammond et al. (2021), professional learning must be ongoing, embedded in daily practice, and aligned with the collaborative goals of the curriculum. Without this sustained support, even well-intentioned peer-learning frameworks may fail to deliver desired outcomes. Without this sustained and integrated support, even the most well-intentioned peer-learning frameworks are likely to fall short of delivering their desired educational outcomes.

The successful implementation of Collaborative Learning with Peer-Assisted Instruction (PAI) in high school English classrooms necessitates sustained and targeted teacher training and coaching. While PAI promotes learner autonomy and engagement, many teachers report difficulties in facilitating peer collaboration due to a lack of pedagogical preparation (Bozkurt & Sharma, 2020). Continuous professional development (CPD) is essential in equipping teachers with the skills to design, manage, and assess peer-assisted tasks effectively.

"Pinapalakas ng collaborative learning gamit ang peer-assisted instruction ang partisipasyon at kumpiyansa ng mga estudyante sa Ingles, ngunit sa simula, mahirap pamahalaan ang dinamika ng grupo. Mahalagang magkaroon ng patuloy na pagsasanay para sa mga guro, mga workshop, at mentoring upang mapaunlad ang epektibong kakayahan sa pagiging facilitator." ("Collaborative learning with peer-assisted instruction boosts

student engagement and confidence in English, but managing group dynamics was initially challenging. Continuous teacher training, workshops, and mentoring are essential to develop effective facilitation skills.”) (P2)

“Pinapabuti ng collaborative learning ang pag-unawa ng mga estudyante sa Ingles, ngunit hamon ang pagdisenyo ng mga gawain na may angkop na scaffolding para sa iba’t ibang antas ng kakayahan. Kailangan ang regular na coaching sa differentiation at formative assessment upang mas epektibong magawa ang mga gawain.” (“Collaborative learning improves students’ comprehension in English, but designing appropriately scaffolded activities for varied learners is challenging. Regular coaching on differentiation and formative assessment is needed to support effective task design.”) (P3)

Meanwhile, one says:

“Pinapalakas ng collaborative learning ang kritikal na pag-iisip at kasanayan sa wika ng mga estudyante, ngunit maaaring hindi tama ang kanilang peer feedback. Mahalagang magkaroon ng patuloy na pagsasanay para sa mga guro sa paggabay sa epektibo at konstruktibong feedback.” (“Collaborative learning enhances students’ critical thinking and language skills, but peer feedback can be inaccurate. Continuous teacher training on guiding effective, constructive feedback is essential.”)(P8)

Comparing the two teacher insights on promoting collaborative learning with peer-assisted instruction, P2 emphasized the crucial need for continuous teacher training and coaching on being a facilitator, focusing on workshops for observing group dynamics, providing feedback, and troubleshooting issues to improve overall management and student confidence in spoken English. In contrast, P3 highlighted the necessity for regular coaching on differentiation within collaborative learning, advocating for one-on-one sessions or small group coaching to design activities with appropriate scaffolding and use formative assessment effectively, ultimately deepening student comprehension in English.

P8’s insight highlighted the challenge of inaccurate or insufficient peer feedback in collaborative English learning, despite its benefits for critical thinking, grammar, and vocabulary. To address this, the teacher emphasizes the critical need for continuous training and coaching for teachers on effective feedback strategies. These sessions would focus on guiding students to provide constructive and targeted feedback to their peers, and on helping students effectively receive and utilize that feedback.

Institutional leadership plays a crucial role in prioritizing teacher training for collaborative instruction. Schools that implement coaching programs where experienced teachers mentor others in real-time classroom settings show higher rates of PAI adoption and instructional fidelity. Furthermore, the shift from teacher-centered to learner-centered pedagogies requires a mindset transformation, which can only be nurtured through

reflective training environments (Le & Nguyen, 2021). These comprehensive programs move beyond theoretical knowledge to practical application and ongoing support.

In countries like Canada and New Zealand, teacher coaching is systematized as part of educational reform efforts, resulting in improved collaboration and student achievement (Timperley et al., 2020; Boudreau & Meighan, 2022). These examples underscore how national commitment to teacher coaching can profoundly impact instructional quality and student success across an entire educational system.

• *Providing Administrative Support in Handling Student Behavioral Issues.*

Administrative support in handling student behavioral issues is crucial. Effective PAI requires a high level of student accountability and emotional maturity, areas where consistent behavioral support systems must be implemented.

Effective administrative support is crucial in addressing student behavioral issues that challenge the successful implementation of collaborative learning and Peer-Assisted Instruction (PAI) in high school English classrooms. Behavioral disruptions such as dominance by stronger peers, disengagement of less motivated students, and conflict during group tasks can severely hinder peer collaboration unless adequately managed with institutional backing (López & Gillespie, 2021).

Teachers often cite the lack of consistent disciplinary policies and insufficient reinforcement from administrators as key impediments in managing such issues (Suleiman & Adeyemi, 2022). School leadership plays a pivotal role in establishing a culture of positive behavior and shared accountability, which directly influences classroom dynamics and collaboration outcomes.

The participants said:

“Pinapalakas ng collaborative learning ang kasanayan sa oral na Ingles ng mga estudyante, ngunit sa simula ay nagdulot ito ng ingay at gulo sa klase. Sa tulong ng administrasyon, ipinatupad namin ang school-wide quiet signal at malinaw na sistema ng parusa, na nagpatampok sa pagiging produktibo at nakatuon ng mga estudyante sa kanilang mga aralin sa Ingles.” (“Collaborative learning boosts students’ oral English skills, but initially caused noise and disorder. Seeking administrative support, we implemented a school-wide quiet signal and clear consequences, making group activities more productive and focused.”)(P4)

“Pinapalakas ng collaborative learning ang kakayahan ng mga estudyante at nagpapabuti sa pagtuturo ng Ingles, ngunit minsan ay nagkakaroon ng personal na alitan. Sa tulong ng administrasyon at referral system, bumuti ang asal sa klase, na nagbigay-daan sa mga estudyante na mas nakatuon at mas epektibong magamit ang Ingles.” (“Collaborative learning empowers students and improves English instruction, but personal conflicts can arise. With

administrative support and a referral system, classroom behavior improved, allowing students to focus and use English more effectively.”)(P5)

Two said:

“Tinutulungan ng collaborative learning ang mga estudyante, kabilang ang may espesyal na pangangailangan, na matuto ng Ingles mula sa kanilang mga kaklase, ngunit ang ilan ay nangangailangan ng espesyal na suporta sa asal. Sa tulong ng administrasyon at mga behavior plan, nakatuon ako sa pagtuturo habang natutugunan ang pangangailangan ng lahat ng mag-aaral.” (“Collaborative learning helps students, including those with special needs, learn English from peers, but some require specialized behavioral support. With administrative help and behavior plans, I could focus on teaching while addressing diverse learners’ needs.”)(P7)

“Pinapabuti ng collaborative learning ang fluency at kumpiyansa ng mga estudyante, ngunit isang hamon ang hindi pantay na pamamahala sa asal sa iba't ibang klase. Ang iisang patakaran sa buong paaralan ay nakatulong upang mapanatili ang disiplina at pokus sa mga gawain sa Ingles.” (“Collaborative learning improves students’ fluency and confidence, but inconsistent behavior management across classes was a challenge. A unified, school-wide policy helped maintain discipline and focus in English activities.”)(P9)

Comparing the two teacher insights on collaborative learning challenges, P4 addressed increased noise and disorder in the classroom by actively seeking administrative support for unified behavior management strategies, leading to school-wide quiet signals and clear consequence systems that improve focus on English lessons. While P5 tackled personal conflicts like arguments or bullying within groups by approaching school administration for support in conflict resolution, establishing a referral system for issues they can't handle alone, which fosters a more peaceful class where students use English for problem-solving.

Administrators can support teachers by implementing structured behavior management frameworks such as Positive Behavioral Interventions and Supports (PBIS), which provide consistent strategies to promote respectful peer interactions and minimize disruptions during PAI sessions (Sugai et al., 2020). The efficacy of systemic, data-driven approaches like PBIS in fostering a positive school climate conducive to effective learning and prosocial behavior.

Moreover, the provision of professional counseling services, peer mediation programs, and behavioral coaching for students has proven effective in managing persistent interpersonal conflicts in group settings (Kim & Park, 2023). These tailored interventions address the root causes of conflict, equip students with conflict resolution skills, and provide crucial support for navigating complex social dynamics within educational environments.

The study could shed light on comparing the two teacher insights on promoting collaborative learning with peer-assisted instruction, P7 sought administrative support

for behavioral specialists or support staff to handle students with special behavioral needs, leading to customized plans and a "go-to person" for escalating issues, ensuring the teacher can focus on English instruction. In addition, P9 advocates for a school-wide policy on behavior management supported and enforced by the administration to ensure consistency in disciplinary approaches across different English classes, thereby fostering greater discipline and focus on collaborative activities.

Administrative support also extends to ensuring adequate class sizes and manageable teacher-student ratios, which are critical for effective supervision and individualized attention during collaborative tasks (González et al., 2020). Appropriate staffing levels enable teachers to closely monitor student interactions, provide timely feedback, and intervene proactively to address any emerging behavioral issues in group settings.

Furthermore, school leaders should facilitate regular training on behavior management tailored to the challenges of peer-assisted learning environments, especially in diverse classrooms where behavioral expectations may differ (Ncube & Musonda, 2022). Culturally responsive training that equips educators with strategies to understand and navigate varied student behaviors, ensuring equitable and effective peer interactions for all learners.

Based on the figure, three themes emerged from the participants' responses, which emphasized institutionalizing collaborative learning frameworks, addressing the need for continuous teacher training and coaching, and providing administrative support in handling student behavioral issues.

First, the theme of institutionalizing collaborative learning frameworks underscores the need for schools to formally integrate collaborative learning and peer-assisted instruction into their pedagogical practices. According to Kessler and Bikowski (2019), tools such as Google Docs, Padlet, and Edmodo play a pivotal role in enabling peer-assisted activities by allowing students to share ideas, edit drafts collaboratively, and participate in discussions in real-time or at their own pace. These digital platforms facilitate the seamless integration of collaborative tasks into the curriculum, making it easier for institutions to establish and sustain effective peer-assisted instruction. By providing access to such robust tools, schools can effectively institutionalize a culture of collaborative learning that extends beyond traditional classroom boundaries.

Another significant theme that emerged was the addressing the need for continuous teacher training and coaching. According to McDonough and De Vleeschauwer (2021), ongoing teacher support plays a vital role in maintaining productive peer interactions in English as a Second Language (ESL) classrooms. This continuous professional development equips teachers with the necessary pedagogical skills and strategies to effectively manage group dynamics, address common challenges, and foster an inclusive learning environment during peer-assisted activities. Sustained training and coaching ensure that

educators remain adept at facilitating collaborative learning, adapting their approaches to diverse student needs and emerging educational technologies.

Administrative support in handling student behavioral issues was identified as a crucial theme. While not explicitly stated in the provided quote, administrative support often involves implementing strategies that promote positive behavior within collaborative groups. According to Wang and Wang (2022), one effective approach is the assignment of specific roles within peer groups, such as reader, summarizer, questioner, or editor. Such structured roles, when supported by administrative policies, can mitigate potential behavioral issues by clearly defining responsibilities and encouraging accountability among students during collaborative tasks.

Figure 5 shows lessons presented in an oval, with circles indicating interrelated concepts, illustrating that these lessons are interconnected and revolve around the

collaborative efforts of teachers and the administration. The diagram emphasizes how teacher collaboration, administrative support, and shared responsibilities contribute to effective implementation of the lessons. It highlights the dynamic relationship between instructional strategies and institutional backing, suggesting that successful learning outcomes depend not only on classroom practices but also on coordinated support from school leadership. This visual representation underscores the systemic nature of collaborative learning, where multiple stakeholders work together to reinforce and sustain educational initiatives. Additionally, it demonstrates that the effectiveness of these lessons relies on continuous communication and feedback between teachers and administrators. By mapping out these interconnections, the figure provides a clear framework for understanding how collaborative efforts translate into improved student outcomes. Finally, it reinforces the idea that sustaining such educational practices requires a shared commitment and aligned goals among all stakeholders involved.

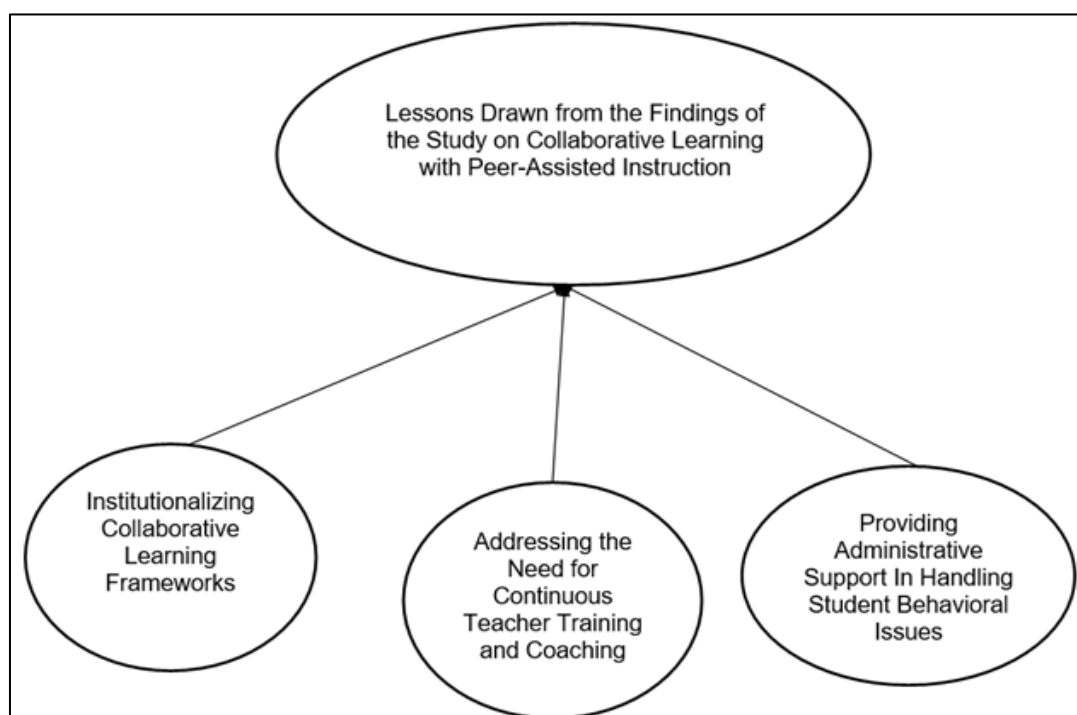


Fig 5 Emerging Themes on the Lessons Drawn from the Findings of the Study on Collaborative Learning with Peer-Assisted Instruction

IV. IMPLICATIONS AND FUTURE DIRECTIONS

➤ Implications

This study examined peer-assisted instruction (PAI) in high school English through the lens of Vygotsky's Zone of Proximal Development (ZPD) and social constructivist theory. Three major challenges emerged: student readiness and motivation, student behavioral issues, and assessment challenges. These themes highlight that successful collaborative learning depends on students' willingness to engage, positive group interactions, and assessment practices that recognize both individual and collaborative learning. The findings affirm that meaningful peer interaction and

appropriate scaffolding are essential for effective English language learning.

To address these challenges, teachers adopted three key coping strategies: structured lesson planning, professional collaboration, and student-led goal setting. Structured lesson planning enabled teachers to scaffold learning effectively within students' ZPD, while collaboration with colleagues promoted the sharing of strategies and instructional improvements consistent with social constructivist principles. Encouraging students to set their own learning goals also increased engagement, responsibility, and active participation in collaborative tasks.

The study further identified three important lessons: the need to institutionalize collaborative learning frameworks, provide continuous teacher training and coaching, and strengthen administrative support for managing student behavior. These measures reinforce constructivist learning by promoting sustained collaboration, enhancing teachers' instructional competence, and creating supportive classroom environments that enable peer-assisted instruction to succeed.

➤ Future Directions

Building on the findings of this study, the following recommendations are proposed to strengthen the implementation of collaborative learning and peer-assisted instruction in English classrooms. These recommendations highlight the shared responsibilities of learners, teachers, parents, school administrators, the Department of Education (DepEd), policymakers, and future researchers in creating a sustainable, student-centered learning environment.

Learners should actively participate in collaborative activities by developing self-directed learning, providing constructive peer feedback, and practicing respectful communication and teamwork. Teachers should continuously enhance their facilitation skills through professional development, structured lesson planning, and collaboration with colleagues. Parents should support collaborative learning by encouraging active participation at home and maintaining communication with schools to reinforce the value of peer learning (Estrada, 2023).

School administrators should institutionalize collaborative learning by providing adequate time, resources, and behavior management support that enables teachers to implement peer-assisted instruction effectively. DepEd should strengthen teacher capacity through sustained professional development, coaching, and standardized yet flexible collaborative learning frameworks. Policymakers should integrate collaborative learning into the English curriculum, allocate funding for teacher training, and develop assessment policies that recognize collaborative work and peer feedback.

Future researchers are encouraged to investigate the long-term effects of collaborative learning on student achievement, engagement, confidence, and oral communication skills. Further studies may also explore the role of digital technologies, administrative support, and teacher self-efficacy in enhancing the successful implementation of peer-assisted instruction across diverse educational settings.

REFERENCES

- [1]. Ahmed, R., & Zhang, Y. (2023). Cross-Cultural Implementation of Peer-Assisted Learning in English Language Classrooms. *Global Journal of Language Teaching*, 42(2), 112-128.
- [2]. Ahmed, S. (2024). Objectivity and ethics in qualitative educational research: Toward a reflexive

- framework. *Educational Research International*, 31(1), 45–60.
- [3]. Ahmed, S. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*. Volume 2, April 2024, 100051.
- [4]. Ahmed, S., & Saleem, M. (2021). School leadership and teacher empowerment in managing student behavior. *Educational Management Administration & Leadership*, 49(6), 923–940.
- [5]. Alghamdi, A. K. H., & Gillies, R. M. (2021). Exploring Saudi teachers' perspectives on implementing peer-assisted learning in English classrooms. *International Journal of Educational Research*, 105, 101703. <https://doi.org/10.1016/j.ijer.2020.101703>
- [6]. Ali, M., & Joseph, L. (2021). Student resistance to peer feedback in high school English. *Journal of Secondary Language Education*, 17(2), 34–47.
- [7]. Almulla, M. (2020). The effectiveness of collaborative learning in the ESL classroom: Institutional considerations. *Education and Learning Research Journal*, 10(2), 33–47
- [8]. Al-Zoubi, S. M., & Suleiman, M. E. (2020). English teachers' preparedness and practices of collaborative learning strategies in Jordanian schools. *International Journal of Instruction*, 13(1), 375–390. <https://doi.org/10.29333/iji.2020.13125a>
- [9]. Anderson & Torres, (2020). Leveraging Project Based Learning to Promote Student Engagement in a Multi-Modal Learning Environment. *Scaffold the Learning* p.88
- [10]. Andrada, L. M., & Santos, K. J. (2020). Empowering learners through goal setting in peer-based English instruction. *Journal of Language Pedagogy*, 14(2), 23–38.
- [11]. Arnesen, A., Allen, K., & Sørensen, M. (2021). Collaborative school leadership for inclusive and respectful learning environments. *International Journal of Inclusive Education*, 25(5), 567–582.
- [12]. Avalos-Bevan, B., & González, M. (2023). Teacher coaching as a vehicle for professional growth in collaborative pedagogies. *International Journal of Educational Development*, 97, 102723.
- [13]. Balolong, J. C., & Pabilona, D. R. (2021). Challenges in implementing collaborative learning strategies among Filipino English teachers. *Asian EFL Journal*, 28(3), 110–125.
- [14]. Barrick, L. (2020). Interviews: In-Depth, Semistructured. In *International Encyclopedia of Human Geography* (2nd ed., Vol. 7, pp. 403–404). Elsevier. <https://doi.org/10.1016/B978-0-08-102295-5.10832-7>
- [15]. Bautista, R. M., & Reyes, C. A. (2023). Mentorship as a resilience strategy in collaborative instruction. *Journal of Professional Learning*, 17(2), 40–55.
- [16]. Bentley, J., Huang, L., & McAllister, D. (2024). Promoting behavioral readiness in peer learning contexts: A school-wide management perspective. *Journal of Educational Administration*, 62(1), 78–94.
- [17]. Bhandari, P. (2020). Qualitative research methods: Phenomenology. Simply Psychology.

- <https://www.simplypsychology.org/phenomenology.html>
- [18]. Boudreau, J., & Meighan, T. (2022). Sustaining teacher collaboration through embedded coaching in Canadian high schools. *Canadian Journal of Education*, 45(3), 487–505.
 - [19]. Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education*, 15(1), 1–6.
 - [20]. Brown, L., & Lee, J. (2021). Behavioral barriers in peer-assisted English instruction. *Journal of Educational Dynamics*, 13(2), 78–89.
 - [21]. Cabigon, A. (2020). Coping Mechanism Employed by Special Education Teachers in Teaching Special Needs Learners. ISSN: 2945-4190.
 - [22]. Cambridge, D. (2022). Structuring collaborative learning for equity: Strategies to promote balanced participation. *Journal of Educational Strategies*, 95(1), 34–45. <https://doi.org/10.1080/08924562.2022.1958372>
 - [23]. Chali, A., Eshete, D., & Debela, T. (2022). Learning how research design methods work: A review of Creswell's Research design: Qualitative, quantitative, and mixed methods approaches. *The Qualitative Report*, 27(12), 2956–2960. <https://doi.org/10.46743/2160-3715/2022.5539>
 - [24]. Choi, H., & Lee, J. (2020). Subjectivity in assessing peer-assisted learning outcomes. *Asian Journal of Language Education*, 14(1), 45–58.
 - [25]. Coelho, H., & Menezes, V. (2021). Peer-assisted learning and authentic materials in ESL classrooms: Fostering cross-cultural competence and literacy. *TESOL Journal*, 12(4), e00523. <https://doi.org/10.1002/tesj.523>
 - [26]. Creswell, J. W. (2019). *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*. Sage Publications.
 - [27]. Creswell, J. W., & Poth, C. N. (2019). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). SAGE Publications.
 - [28]. Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches* (5th ed.). SAGE Publications.
 - [29]. Cruz, J. D., & Villanueva, M. S. (2021). Gadget use and behavioral management in digital English classrooms. *Journal of Educational Media Integration*, 9(1), 56–68.
 - [30]. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2021). Effective teacher professional development. *Learning Policy Institute Reports*, 6(1), 1–16.
 - [31]. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum.
 - [32]. De la Cruz, R., & Bautista, A. (2023). Peer and self-assessment in high school collaborative learning. *Philippine Journal of Educational Measurement*, 20(2), 67–81.
 - [33]. De la Peña, M. J., & Santos, L. T. (2021). Building teacher collaboration to support peer-assisted learning. *Asia-Pacific Journal of English Education*, 19(3), 33–48.
 - [34]. Delima, J. S. Digamon, C.J.O. Risonar (2024). Collaborative Learning Approach (CLA) in Improving Reading Proficiency. *International Journal of Multidisciplinary Applied Business and Education Research* 5(6):2080-208. DOI:10.11594/ijmaber.05.06.10
 - [35]. Delgado, M. R., & Carreon, A. T. (2023). Self-regulation and task commitment in collaborative settings. *Philippine Journal of Educational Research*, 22(3), 45–58.
 - [36]. Delos Reyes, M., & Tamayo, F. (2023). Beyond test scores: Challenges in assessing collaborative work. *Journal of Innovative Language Teaching*, 15(1), 29–42.
 - [37]. Delos Santos, A. L., & Molina, R. J. (2021). Enhancing group work through structured collaboration in Philippine classrooms. *Philippine Journal of Education and Teaching*, 95(1), 45–60.
 - [38]. Delve, H., & Limpaecher, A. (2022). What is phenomenological research design? Essential guide to coding qualitative data. Delve Tool. <https://delvetool.com/blog/phenomenology>
 - [39]. Doyle, J. K. (2020). Culturally responsive pedagogy and collaborative learning in East Asian EFL classrooms. *Asian EFL Journal*, 24(6), 45–67.
 - [40]. Duong, H. S., & Nguyen, T. T. M. (2021). Digital collaboration in language learning: Enhancing peer interaction in online environments. *Computer Assisted Language Learning*, 34(7), 785–804. <https://doi.org/10.1080/09588221.2020.1831032>
 - [41]. Dye, T. (2021). Challenges in thematic data analysis: Navigating complexity in educational research. *Qualitative Inquiry Journal*, 27(3), 225–239.
 - [42]. Dye, T.(2021). *Qualitative Data Analysis: Step-by-Step Guide (Manual vs. Automatic)*.<https://getthematic.com/insights/qualitative-data-analysis/ERIC>. (2020). Developing Collaborative Academic Writing Skills in English in CALL Classroom. *International Journal of Higher Education*. Retrieved from ERIC Database.
 - [43]. Eslit, E.R., Lector, M.A., & Enad, J.A. (2020). Unlocking Language Competence: Challenges and Strategies of English Language Educators in the Post-Pandemic Landscape. *International Journal of Social Science and Human Research* 07(02) DOI:10.47191/ijsshr/v7-i02-31
 - [44]. Espiritu, J. C., & Gonzales, R. M. (2021). Peer observation as a tool for teaching improvement. *Teaching and Teacher Development*, 14(1), 65–77.
 - [45]. Espring & Ramos, (2024). The Power of Planning: How Lesson Plans Enhance Teacher Clarity and Classroom Management. *International Journal of Innovative Science and Research Technology* DOI:10.38124/ijisrt/IJISRT24MAR1464
 - [46]. Estrada, J. (2023). A Phenomenological Study of Collaboration between Parents and Teachers of Students with Special Needs: A Basis for Developing School-Based Training Programs, p.33

- [47]. Estrada, K., & Uy, L. (2021). Assessment mismatch in peer-assisted instruction. *Teaching English in Southeast Asia*, 9(3), 53–66.
- [48]. Evans, B. L., & Domingo, R. S. (2020). Teacher preparedness for behavior management in peer-based learning. *International Journal of Teaching and Learning*, 12(4), 91–104.
- [49]. Fernández Dobao, A. (2020). Peer interaction and second language learning: A focus on collaborative writing in the language classroom. *The Language Learning Journal*, 48(3), 297–310. <https://doi.org/10.1080/09571736.2020.1749239>
- [50]. Ferrer, L. M. (2024). Collaborative Learning: An Essential Element in Student-Centered Instruction. *Philippine E-Journals*.
- [51]. Fuchs, K. (2023). A systematic guide for conducting thematic analysis in qualitative tourism research. *Journal of Environmental Management and Tourism*, 14(6), 1775–1781. [https://doi.org/10.14505/jemt.v14.6\(70\).17](https://doi.org/10.14505/jemt.v14.6(70).17)
- [52]. Fuster-Guillen, D. (2019). Qualitative Research: Hermeneutical Phenomenological Method. *Investigación cualitativa: Método Fenomenológico Hermenéutico*. Jan. - Apr. 2019, Vol. 7, N° 1: pp. 201 – 229. ISSN 2307-7999. Monographic: Advances on qualitative research in education e-ISSN 2310-4635 <http://dx.doi.org/10.20511/pyr2019.v7n1.267>
- [53]. Garcia, L. F., & Luna, B. R. (2020). The role of PLCs in enhancing collaborative practices. *Philippine Journal of Educational Leadership*, 11(2), 23–38.
- [54]. García, M., & Smith, J. A. (2023). Teachers' Perspectives on Peer-Assisted Learning in Secondary English Classrooms. *Journal of Language Teaching and Learning*, 17(1), 75–88.
- [55]. Garcia, P. E., & Lim, R. C. (2021). Promoting student accountability in collaborative learning environments. *Philippine Journal of Education and Instruction*, 12(1), 44–58.
- [56]. Garcia, R., & Lim, K. (2024). Scaffolding and accountability in collaborative classrooms. *Teaching Strategies Review*, 15(1), 34–46.
- [57]. Gillies, R. (2019). Promoting academically productive student dialogue during collaborative learning. *International Journal of Educational Research* 97(5)
- [58]. Goldsmith, L. J. (2021). Using Framework Analysis in Applied Qualitative Research. *The Qualitative Report*, 26(6), 2061–2076. <https://doi.org/10.46743/2160-3715/2021.5011>
- [59]. González, M., Reyes, D., & Franco, J. (2020). Administrative insights into managing classroom group dynamics. *Educational Leadership Review*, 21(1), 45–60.
- [60]. Gupta, M., & Rani, S. (2021). Institutional support and collaborative learning implementation in Indian high schools. *International Journal of Educational Management*, 35(1), 66–79.
- [61]. Halili & de Guzman, A. (2022). Collaborative learning approaches. Moderate impact for very low cost based on limited evidence. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>
- [62]. Hargreaves, A., & O'Connor, M. T. (2021). Collaborative professionalism: Institutionalizing teacher teamwork for deeper learning. *Educational Leadership Quarterly*, 47(4), 22–35.
- [63]. Hendren, K. Newcomer, K. S. K. Pandey, M. Smith, N. Sumner (2023). How qualitative research methods can be leveraged to strengthen mixed methods research in public policy and public administration? *Public Adm. Rev.*, 83 (2023), pp. 468–485
- [64]. Hinton, L., & Ryan, S. (2020). Interviews. In *Qualitative research in health care* (pp. 43–55). Wiley Online Books. <https://doi.org/10.1002/9781119410867.ch4>
- [65]. Javier, M. G., & Bautista, R. L. (2023). Fostering self-regulated learning in high school English classes. *Teaching and Learning Inquiry*, 19(3), 55–69.
- [66]. Johnson, D. W., & Johnson, R. T. (2021). The impact of collaborative learning on student engagement in English classrooms. *Journal of Educational Psychology*, 113(2), 257–270.
- [67]. Johnson, D. W., Johnson, R. T., & Smith, K. A. (2020). The institutionalization of cooperative learning: Best practices in higher and secondary education. *Journal of Educational Research and Practice*, 10(1), 10–25.
- [68]. Kalyuga, S. (2019). Cognitive load theory: How many types of load does it really need? *Educational Psychology Review*, 31(2), 339–350. <https://doi.org/10.1007/s10648-019-09486-1>
- [69]. Kessler, G., & Bikowski, D. (2019). Technology and the development of collaborative learner autonomy: A dynamic model of learner collaboration in online and face-to-face environments. *The Language Learning Journal*, 47(2), 219–233. <https://doi.org/10.1080/09571736.2017.1339583>
- [70]. Khalifa, H. and Khalifa H. (2024). Philosophical Assumptions in Communication Qualitative Research: A Scoping Review. *Scientific Journal of Radio and Television Research*. <https://doi.org/10.21608/ejsrt.2024.271307.1085>. 2019 Apr 5;8(2):90–97. doi: 10.1007/s40037-019-0509-2
- [71]. Khalifa, H. (2023). Philosophical Assumptions in Communication Qualitative Research: July 2023. *المجلة العلمية للإذاعة والتلفزيون* 2023(27):1-26 DOI:10.21608/ejsrt.2023.342674.
- [72]. Khan, S., & Batool, A. (2020). Teacher workload and the assessment of group work in secondary schools. *International Journal of Pedagogical Research*, 11(1), 39–51.
- [73]. Kim, Y., & Park, H. (2020). Behavioral dynamics in peer-assisted English classes. *Asian Journal of English Language Teaching*, 8(2), 70–82.
- [74]. Kim, Y., & Park, H. (2023). Supporting teachers with behavioral coaching in collaborative learning classrooms. *Asia Pacific Education Review*, 24(1), 101–116.

- [75]. Knight, J. (2020). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Corwin Press.
- [76]. Kong, L. (2021). Collaborative Learning and Academic Performance in Lyceum of the Philippines University - Batangas City Senior High School. *International Journal of Frontiers in Sociology*, 3(2).
- [77]. Krueger, R. A., & Casey, M. A. (2020). Focus groups: A practical guide for applied research (6th ed.). SAGE Publications.
- [78]. Kwon, Y., & Kim, H. (2021). Peer interaction and language anxiety in multilingual English classes. *TESOL Research Quarterly*, 27(3), 62–77.
- [79]. Le, T., & Nguyen, M. (2021). Professional learning needs for collaborative instruction in Vietnamese high schools. *Asia Pacific Journal of Education*, 41(2), 167–180.
- [80]. Lee & Gomez, G. (2020). Bridging design prototypes: A design tool to resource sustainable, equitable, flexible learning. *Pacific Journal of Technology Enhanced Learning*.
- [81]. Lee, D. H., & Padilla, K. M. (2020). Curriculum alignment through teacher collaboration. *Instructional Strategies Quarterly*, 16(4), 50–64.
- [82]. Lee & Yang, (2020). A Review of Flipped Classroom and Cooperative Learning Method Within the Context of Vygotsky Theory. <https://www.frontiersin.org/journals/psychology/articles/10.3389>
- [83]. Lee, J., & Park, S. (2024). The impact of peer-assisted instruction on reading and writing achievement in urban English classrooms. *Journal of Literacy Research*, 56(1), 22–39. <https://doi.org/10.1177/1086296X231234567>
- [84]. Li, Y., & Tsai, M. (2020). Student engagement challenges in collaborative English learning. *Journal of Language Teaching and Research*, 14(4), 112–126.
- [85]. Lim, KJ & Yu, R. (2023). AI-Generated Images: Intellectual Property Considerations for ‘Text-to-Image’ Artificial Intelligence. <https://www.pli.edu/programs/A/ai-generated-artworks-practical-considerations-for-artists-and-ai-developers>
- [86]. Lim, R. S., & Soriano, C. J. (2022). Challenges of reliability in peer grading among adolescents. *Journal of Secondary Education Studies*, 18(2), 78–89.
- [87]. Lin, L., & Griffith, P. M. (2020). Incorporating self-determination theory into instructional practices in an online learning environment. *The Journal of Educational Research*, 113(6), 419–427. <https://doi.org/10.1080/00220671.2020.1817583>
- [88]. Lopez, C. R., & Cheng, A. S. (2020). Differentiation through student goal tracking. *Language Teaching Today*, 15(1), 30–47.
- [89]. Lopez, J. A., & Santos, M. K. (2022). Behavioral challenges in peer learning: Voices of English teachers. *Journal of Instructional Strategies*, 16(3), 22–35.
- [90]. López, L., & Gillespie, M. (2021). Teachers’ perceptions of behavioral barriers to peer learning. *Teaching and Teacher Education*, 103, 103336.
- [91]. Luna, C., & Garcia, A. (2023). Role clarity in group work: Minimizing behavioral issues. *English Pedagogy Review*, 14(1), 50–63.
- [92]. Mahmoudi, A., Rezaei, A., & Farhadi, R. (2023). Administrators’ role in proactive classroom behavior management. *Management in Education*, 37(1), 20–28.
- [93]. Mananay, J. A. & Sumalinog, G.G. (2023). Classroom Teaching and Management: Experiences of Novice English Teachers. *International Journal of Learning, Teaching and Educational Research*. <https://ijlter.org/index.php/ijlter/article/view/11414>
- [94]. Mariani, M., Karakas, F., & McCoy, D. (2023). Rethinking assessment in peer-based collaborative learning frameworks. *Assessment & Evaluation in Higher Education*, 48(3), 391–405.
- [95]. Martinez, L. & Cruz, B. C. (2023). Incorporating Active Learning and Inclusive Practices in a Flipped Environment: Findings from Introductory Chemistry at a Hispanic Serving Institution. <https://pubs.acs.org/doi/10.1021/acs.jchemed.5c00123>
- [96]. Martínez, C., & De Leon, F. (2021). Understanding participation gaps in high school peer learning. *English Instruction Review*, 8(3), 91–103.
- [97]. Martinez, S. P., & Uy, A. F. (2022). Co-teaching for inclusive and peer-led classrooms. *International Journal of Educational Partnerships*, 18(1), 71–86.
- [98]. McDonough, K., & De Vleeschauwer, J. (2019). Teacher roles in second language classrooms: A classroom observation study. *TESOL Quarterly*, 53(4), 1018–1046. <https://doi.org/10.1002/tesq.526>
- [99]. McNeil W. (2020). The Fate of Phenomenology: Heidegger's Legacy. *New Heidegger Research*. <https://reviews.ophen.org/2021/01/14/william-mcneill-the-fate-of-phenomenology-heideggers-legacy-review/>
- [100]. Mendoza, J. A., & Flores, P. T. (2023). Training gaps in collaborative assessment for English teachers. *Educational Leadership and Innovation*, 16(4), 34–48.
- [101]. Mendoza, J. F., & Ruiz, T. L. (2022). Goal-setting strategies for effective peer interaction in English classrooms. *Asia-Pacific Journal of Teacher Education*, 20(4), 66–81.
- [102]. Mwangi, J. W., & Nyambura, L. (2021). Inclusive peer learning and teacher training in multicultural classrooms. *African Journal of Teacher Education*, 10(1), 78–93.
- [103]. Navarro, A., & Luna, D. (2021). Time constraints and the assessment of collaborative learning. *Philippine Journal of Language and Literacy*, 13(2), 22–35.
- [104]. Ncube, L., & Musonda, P. (2022). Educational leadership and cultural approaches to behavioral intervention. *African Educational Research Journal*, 10(2), 125–132.
- [105]. Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical Education*, 8(2), 90–97. <https://doi.org/10.1007/s40037-019-0509-2>

- [106]. Newman, J. (2019). Ontological social policy analysis: An investigation into the ontological assumptions underpinning the social security reforms of the UK Coalition Government 2010–2015 (Doctoral dissertation, University of Leeds). Retrieved from <https://etheses.whiterose.ac.uk/id/eprint/23899/>
- [107]. Nguyen, P. T. (2023). Psychological readiness and motivation in collaborative learning. *Asia-Pacific Journal of Educational Psychology*, 9(1), 22–36.
- [108]. Nguyen, T., & Dobozy, E. (2022). Collaborative learning continuity during COVID-19: Lessons for institutional resilience. *Australasian Journal of Educational Technology*, 38(2), 56–70.
- [109]. Ocampo, G., & Herrera, M. (2024). Evaluating soft skills in collaborative English classrooms. *Journal of Holistic Education*, 19(1), 11–25.
- [110]. O'Donnell, V. L., & Tobbell, J. (2021). Institutional enablers and barriers to collaborative teacher development. *Professional Development in Education*, 47(5), 712–728.
- [111]. Ortega, M. A., & Yuson, K. D. (2023). Structured planning for collaborative teaching: Managing time and promoting equity. *Philippine Journal of Educational Strategies*, 18(1), 74–88.
- [112]. Patel, S., & Herrera, M. (2022). Student attitudes toward peer-led instruction in English. *Educational Research & Innovation*, 10(2), 44–59.
- [113]. Qutoshi, S. B. (2021). Understanding phenomenology in educational research. *Journal of Education and Educational Development*, 8(2), 37–43. <https://doi.org/10.22555/joed.v8i2.3666>
- [114]. Ramirez, E. M., & Belen, J. F. (2022). Behavioral patterns in peer-assisted instruction. *Journal of Educational Psychology and Practice*, 11(2), 65–78.
- [115]. Reyes, A. T., & Navarro, J. M. (2020). Motivational roadblocks in collaborative instruction. *Philippine Journal of Educational Studies*, 26(2), 13–28.
- [116]. Reyes, B. D., & Manalo, C. T. (2021). Collaborative reflection and goal setting in peer-led classrooms. *English Language Teaching Research Journal*, 18(2), 39–54.
- [117]. Sahlberg, P. (2021). From policy to practice: Peer-supported learning in Finland's evolving school system. *Scandinavian Journal of Educational Research*, 65(4), 481–495.
- [118]. Santiago, E., & Ureta, L. (2020). Technology gaps and student readiness in online peer tasks. *International Journal of Distance Education*, 7(1), 19–33.
- [119]. Singh, K., & Dela Cruz, R. (2023). Group accountability and conflict in collaborative classrooms. *Teaching English in Diverse Contexts*, 10(2), 14–26.
- [120]. Smith, J. A., Flowers, P., & Larkin, M. (2022). *Interpretative phenomenological analysis: Theory, method and research* (2nd ed.). SAGE Publications.
- [121]. SpringerOpen. (2022). Collaborative Inquiry in Action: A Case Study of Lesson Study for Intercultural Education. *Asian-Pacific Journal of Second and Foreign Language Education*.
- [122]. Stewart, D. W., & Shamdasani, P. N. (2019). *Focus groups: Theory and practice*. Sage Publications.
- [123]. Sugai, G., Simonsen, B., Freeman, J., & La Salle, T. (2020). *PBIS: A tiered framework for supporting social competence and academic achievement*. University of Oregon Press.
- [124]. Suleiman, R., & Adeyemi, T. (2022). Institutional responses to classroom misbehavior in collaborative instruction settings. *Global Journal of Educational Research*, 21(4), 143–155.
- [125]. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4
- [126]. Tan, A., & Rivera, D. J. (2021). Conflict and cooperation in teenage peer instruction. *Southeast Asian Journal of Language Studies*, 13(2), 38–51.
- [127]. Tan, C., & Chua, P. M. (2022). Managing collaborative teacher learning in Singapore: Policy and practice perspectives. *Asia Pacific Journal of Education*, 42(1), 15–29.
- [128]. Taylor, & Francis, (2021). Teacher learning in the context of teacher collaboration: connecting teacher dialogue to teacher learning. Pages 1165–1188
- [129]. Topping, K. J. (2020). Peer tutoring: A cooperative approach to learning. *Theory Into Practice*, 59(2), 109–118. <https://doi.org/10.1080/00405841.2019.1702392>
- [130]. Torres, E. M., & Villanueva, D. S. (2023). Formative assessment through learner-centered goal setting. *Journal of Innovative Teaching Practices*, 17(1), 19–34.
- [131]. Turner, S., & Kim, Y. (2021). Integrating Technology in Peer-Assisted Learning: Lessons from the COVID-19 Pandemic. *Technology, Pedagogy, and Education*, 30(3), 321–335.
- [132]. Vargas, A., & Ramos, N. (2022). Rubrics and reliability in collaborative English tasks. *International Journal of Assessment in Education*, 10(1), 30–44.
- [133]. Viado, A. L., & Espiritu, J. A. (2023). The Collaborative-Individual Learning in Improving the Critical Thinking Skills of Secondary Students in the Philippines. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(7).
- [134]. Villanueva, C. M., & Cruz, D. G. (2024). Virtual collaboration platforms as professional support for English teachers. *Contemporary Education Technology*, 19(1), 28–42.
- [135]. Wang, Q., & Cui, Y. (2020). Cultural barriers to implementing collaborative learning in Chinese EFL classrooms: A case study. *Asia Pacific Journal of Education*, 40(2), 215–229. <https://doi.org/10.1080/02188791.2019.1695098>
- [136]. Wang, Y., & Wang, L. (2022). Enhancing student engagement through role assignment in collaborative learning. *Educational Research and Reviews*, 17(4), 112–121. <https://doi.org/10.5897/ERR2022.4195>
- [137]. Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspectives on Medical*

- Education, 8(18). <https://doi.org/10.1007/s40037-019-0509-2>
- [138]. Yusop, F., & Halili, S. (2021). Measuring teamwork and empathy in group tasks. *Journal of Educational Strategies*, 12(3), 50–63.
- [139]. Zhang, H., & McDonald, S. (2023). Digital coaching communities and teacher innovation in collaborative classrooms. *Technology, Pedagogy and Education*, 32(1), 53–70.
- [140]. Zhao, L., & Hernandez, P. (2020). Cultural clashes and behavioral issues in diverse English classes. *International Review of Education and Diversity*, 18(3), 80–94.
- [141]. Zhou, M., Brown, D., & Fang, Y. (2022). Institutional technology integration to support peer-assisted learning in Asia-Pacific schools. *TechTrends*, 66(3), 217–226.