

Application of Collaborative Learning Techniques in the Teaching of the English Language at the Secondary School Level: An Analysis

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Abstract: Language serves as an interconnecting network enabling the mutual exchange of ideas and information between and among individuals. Communicating fluently and expressing effectively can emerge as a threat, specifically among non-native speakers of the English language. An inherent phobia may creep into the minds of the students, evoking their reluctance to use the English language. Incorporating Collaborative activities can make the English language learning not only joyful but also motivating. It may induce creativity and team spirit, thereby fostering the enhancement of learning outcomes. For initiating the present study, the investigators randomly selected 6 Secondary schools, with 3 from Govt. and 3 from Private Secondary schools. A sample of 296 students studying in Class IX was selected randomly, comprising 142 students from the Government. Secondary schools and 154 students from the Private Secondary schools in Guwahati city. Additionally, a sample of 7 English language teachers (3 from Government and 4 from Private Secondary schools) teaching in Class IX was selected through the Judgment Sampling technique. Two sets of questionnaires comprising semi-structured questions were administered to the students and the English language teachers. The objectives of the study were to determine rate of English language teachers applying Collaborative learning techniques in teaching English, the engagement rate of the students in Collaborative learning techniques, the opportunities, and the subsequent challenges of incorporating Collaborative learning techniques while instructing in ESL classrooms. As per the findings, 75% of the English language teachers from the Private Secondary schools prepare collaborative activities, 33% is evident from the Govt. Secondary schools. The rate of interest to learn English by engaging in activities is relatively higher among the students from the Private Secondary schools compared to the Government Secondary schools, with 73% from the Government and 94% from the Private Secondary schools. A gap persists in terms of the enhancement of vocabulary in the English language between the Government and the Private Secondary schools. 40% of students from the Govt. Secondary schools conveyed their improvement in vocabulary through collaborative activities, and 75% of the Private Secondary schools asserted it.

Keywords: Collaborative learning, techniques, teaching, English language, Secondary school level

Introduction:

Language as a means of communication helps to convey thoughts, feelings, actions, ideas, opinions, etc. between and among individuals. In addition to conveying information, language imparts social interaction

(Krauss & Chiu, 2016; Yavuz, 2018). The English language acts as a link language, serving as an interconnecting network on a global level. However, being comfortable in using the English language is a matter of concern, basically among non-native speakers. NEP 2020 intends to promote multilingual education to impart equal weightage to native and foreign languages. The ingrained phobia towards communicating in the English language can be compensated for through exposure of the students to innovative and participatory learning activities. Rather than learning individually, students feel livelier and more confident in learning by collaborating with their peers. In cooperative learning, a group of learners work mutually in order to accomplish a common goal, thereby solving the problem. (Rao, 2019). Collaborative learning techniques are rooted in the constructivist framework. (Rao, 2019). They align with the principles of constructivism ingrained in the works of theorists such as Vygotsky, Bruner, Piaget, Dewey, etc. Lev Vygotsky (1986) emphasizes an environment that focuses on enhancing cognitive faculties, fostering language development. (Yavuj et.al., 2018). It involves active interaction among participants over a definite period of time, towards a common goal. (Patel, Pettit, Wilson, 2012 & La Hanisi et.al., 2018). Each member of a group motivates others not only to contribute together in accomplishing the tasks, and arrive at favorable outcomes. (Johnson & Smith, 1991; Yavuz et.al., 2018). It is more process-oriented rather than outcome-oriented. It is a shared knowledge construction focusing on mutual accountability. It allows brainstorming sessions through debate and discussion, enhancing the critical thinking of the students so that they retain the concepts for a longer duration. (Abbas et.al., 2025). It involves defending ideas, questioning, and sharing ideas. (Yavuz et.al., 2018). It promotes academic success and improvement in social relations. (Yavuz et.al., 2018). Timely feedback in the evaluation of the activities is significant to yield maximum productivity. (Stahl, 1994; Yavuz et.al., 2018). Role-play activities collaborate learners by providing an exposure to real-world scenarios. (Sukdee, 2024). Collaborative learning fosters indispensable social and communication skills, sharing of information, cooperation, and mutual support in learning. (Khatri, 2024). It assists students to be independent learners, boost self-esteem, combat shyness, enhance self-confidence, and maintain good interpersonal relationships. (La Hanisi et.al., 2018). Capability to write coherently is required for academic success as well as professional growth. Collaborative learning methods like group projects, peer tutoring, and brainstorming sessions engage students dynamically and interactively to revise, reflect, and self-assess. (Shafiullah, 2024). It enhances proficiency in the English language by nurturing communication skills, teamwork, peer teaching, and storytelling, thereby enhancing motivation to counter the obstacles of the modern world. (Shafiullah, 2024).

The investigators intend to determine the extent of usage of collaborative techniques in teaching the English language at the Secondary schools in Guwahati city and probe into the concerns and prospects of the fruitful utilization of activity-oriented teaching to make learning joyous, lively, and effective.

Review of Related Literature:

Abbas et.al. (2025) performed a study on application of novel methodologies to improve PG students' English writing. The focus of the study was digital collaborative learning activities and how they affected students'

writing abilities. A survey method was used with a sample of 340 students. According to the findings, 62.5% of students faced grammatical problems, 82.6% complied with their engagement in interactive methods, and 39.3% supported digital storytelling techniques.

Maghfiroh et.al. (2025) reiterated the implications of collaborative teaching in EFL classrooms in schools in Thailand. It attempted to discuss the collaborative practices between the English teachers in the schools in Thailand and prospective teachers in Indonesia. The descriptive survey method is used. Information was acquired through observation and interviews. Teachers co-planned to chalk out the weaknesses. They co-taught through mutual instruction and support. They self-assessed on what they have been able to learn and teach.

Ahmed et.al. (2024) carried out a study on the influence of collaborative learning at Intermediate level to explore the proficiency in language and enhancement of writing skills in English. Collaborative learning comprises group projects, peer tutoring, brainstorming sessions, etc. Students can engage dynamically in acquiring the target language. It involves task-based learning, peer feedback, revision, reflection, and self-assessment. The development of critical thinking abilities assists in evaluating strengths as well as weaknesses. It not only increases motivation but also nurtures communication, teamwork, etc.

Hastuti et.al. (2024) reiterated the implementation of activities in the classroom. It explores the perception of the Class E UG Management program. The study was descriptive and qualitative. A questionnaire is distributed to accumulate data from respondents. According to the researcher, students view the execution of collaborative learning in English language instruction positively. It makes them more motivated and interested in studying English. 68 % of respondents (100%) agree that collaborative learning influences students to achieve their learning goals.

Khatri (2024) carried out research on the engagement of students in learning the English language through collaborative activities. It examines the impact of collaborative approaches in enhancing achievement among the students in the B.Ed. and M.Ed. courses in a University in Nepal. A survey method was adopted where 61.66% respondents affirmed that it enhances their learning experiences. 92% indicated that the classroom activities comply with current techniques and teaching methods.

Shafiullah (2024) reiterated the challenges and perceptions on collaborative learning at the UG level in a teacher education college in Bangladesh. A focus-group interview was conducted to interact with the students. The purposive sampling technique was adopted to select a sample of 100 students of B.Ed. 2nd Semester. The learners were graded with short tasks. Learners enjoyed practices like the jigsaw activities, group work, etc. It allows students to focus, discuss, and formulate strategies in tackling the tasks. Challenges involved like hostility among the group members, time constraints, conventional teaching methods, outdated evaluation procedures, and a lack of substitute assessment techniques, etc.

Sukdee (2024) conducted a study on the incorporation of language games with collaborative learning to develop English vocabulary and reading competence of 12th-grade students. Quasi-experimental design was

adopted by inculcating a sample of 40 students. Games make learning more interesting and participatory. 80% of students reflected an affirmative behavior towards language games. 70% of students' language vocabulary achievement and reading competency were improved with game-based learning.

Pari Su (2021) discussed that collaborative learning allows students to learn more and retain it for the future. It aids in making worthwhile decisions, enhances communication, social skills, and settles disputes through logic-based negotiations. Students can work together with heterogeneous groups on diverse learning skills, cultural backgrounds, attitudes, personalities etc.

Rao (2019) conducted a conceptual study on cooperative learning in English language learning environment to ascertain that students learn better in groups. Learners contribute collaboratively while participating in tasks or projects to achieve fruitful results. Emphasizing the group goal, learners share their knowledge and even negotiate with their group members with a zeal to learn anew. They not only discuss but also evaluate ideas. Collaborative learning brings self-satisfaction by motivating the members to develop confidence and promote autonomy.

La Hanisi et.al. (2018) reiterated utilization of “WhatsApp” to promote cooperative learning in enhancing the instructional process of the English language. The research aimed to study use of WhatsApp in ESL classrooms and to optimize the function of cell phones in attaining positive results. As per the findings, students have a positive intention regarding the possible use of WhatsApp in their learning. It furnished their skills in accomplishing the assigned tasks and mastering the obstacles.

Yavuz et.al. (2018) discussed the utilization of innovative techniques in acquiring the skills of the English language. The objective was to acknowledge the influence of collaborative learning on acquiring skills in English. Studies had been administered on 66 students of Class X in Anatolian High School, Karade. Quasi-experimental design was adopted. Students' grammar, vocabulary, listening skills and reading comprehension are assessed via an achievement test. Findings show that rather than activities conducted using the conventional teaching approach, collaboration had a greater impact on students' language skill development. It encourages the members to assist and work together to achieve the desired outcome.

Tasdemir et.al. (2017) carried out a study on collaborative teaching from point of view of the English language teachers, aiming to explore collaborative teaching practices of English language teachers. The researchers assert that collaborative learning is significant in terms of instruction, discussion, and assessment. The practice was administered on a group of students studying at a vocational school in Istanbul, Turkey. To determine the English language teachers' methods of teaching, the case study strategy was used. Data was acquired through focus groups and semi-structured interviews. Teachers aim to attune to needs of the learners. Emphasis is on promoting cooperation rather than competition. Teachers can set objectives, plan lessons, and deliver content systematically to yield fruitful outcomes. It enables students to undertake classroom responsibilities, adapt to innovative teaching styles, accept teamwork, and resolve conflicts.

Pattanpichet (2011) evaluated the influence of collaborative learning on the speaking skills of students. A sample of 35 students from the UG course was selected, pursuing the English course at Bangkok University. Instructional tasks were administered to the students based on cooperative learning. A pre-test post-test experimental design had been conducted. Data were evaluated through frequency, means, SD, t-test, etc. The views of the students were analyzed from their self-reflective diaries on completion of the course, semi-structured interviews, etc. Findings revealed that collaborative instruction fostered a beneficial influence on speaking abilities of students. Moreover, positive feedback was derived from them on their engagement with collaborative learning activities.

Objectives of the study:

1. To determine the rate of English language teachers applying Collaborative learning techniques in teaching English.
2. To ascertain the engagement rate of the students in Collaborative learning techniques in teaching the English language.
3. To be acquainted with the opportunities of applying Collaborative learning techniques in teaching the English language.
4. To identify the apparent challenges of incorporating Collaborative learning techniques in teaching the English language.

Delimitations of the Study:

1. The study is delimited to Guwahati city.
2. The study is delimited to the High Schools in Guwahati city under the SEBA Board.
3. The study is delimited to Government and Private High Schools in Guwahati city.
4. The study is delimited to the students studying in Class IX for the academic session 2025-26.
5. The study is delimited to the English language teachers teaching in Class IX.

Significance of the Study:

Language enables creative expression of ideas, thoughts, and viewpoints between and among individuals. The English language, recognized as a global language, is an interconnecting network. However, a deep-rooted fear is ingrained in the minds of the students, specifically those from the vernacular medium educational institutions. They hesitate to express themselves conveniently in the English language. Additionally, the age-old traditional teaching methods and techniques had an adverse influence on being acquainted with the English language in daily conversation. Collaborative learning techniques under the Constructivist paradigm may draw awareness to utilizing learner-centered, fun-filled activities in acquiring the English language. Rather than instructing, students can be entrusted to co-construct their knowledge and initiate self-expression. Innovative teaching methods and techniques involving peer assistance and collaboration may be an indispensable factor

in inspiring students to learn the English language. The study may aid the educational stakeholders and policymakers with a novel approach to learn the English language, with a follow-up of the persisting hindrances and feasible strategies to combat the same.

Methodology of the Study:

The investigator adopted the Descriptive Survey method to collect the data from the respondents. In this paper, the necessary information has been accumulated from primary and secondary sources. Two sets of questionnaires with semi-structured questions had been used to collect the primary data. The secondary sources comprised e-articles, e-journals, internet sources, etc. To conduct the study, the investigator selected a sample of 6 Secondary Schools (3 Government, 3 Private) comprising a sample of 296 students (142 Government, 154 Private) through the Simple Random Sampling technique. Using the Judgment Sampling technique, the investigator chose a sample of 7 English learning teachers, 3 from the government and 4 from private secondary schools.

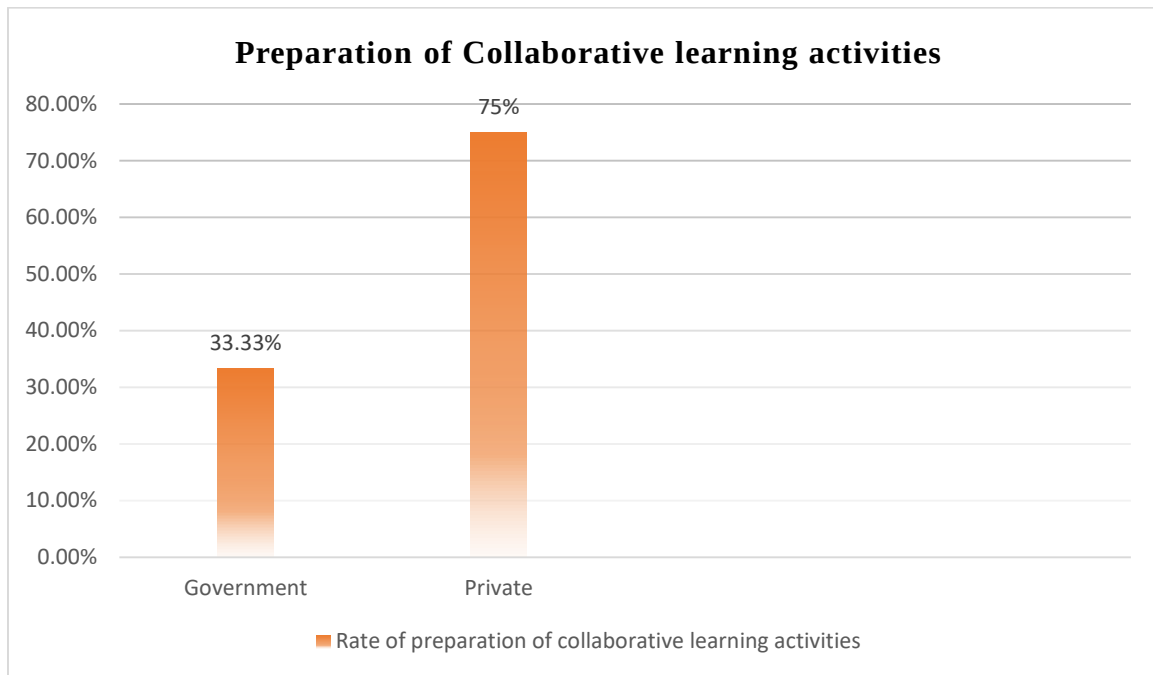
Analysis and Discussion:

Objective 1: To determine the rate of English language teachers applying Collaborative learning techniques in teaching English.

For fulfilling Objective 1, the investigators administered a questionnaire consisting of semi-structured questions on the English language teachers applying collaborative learning methods in English classes. The findings are:

Preparation of Collaborative Learning Activities:

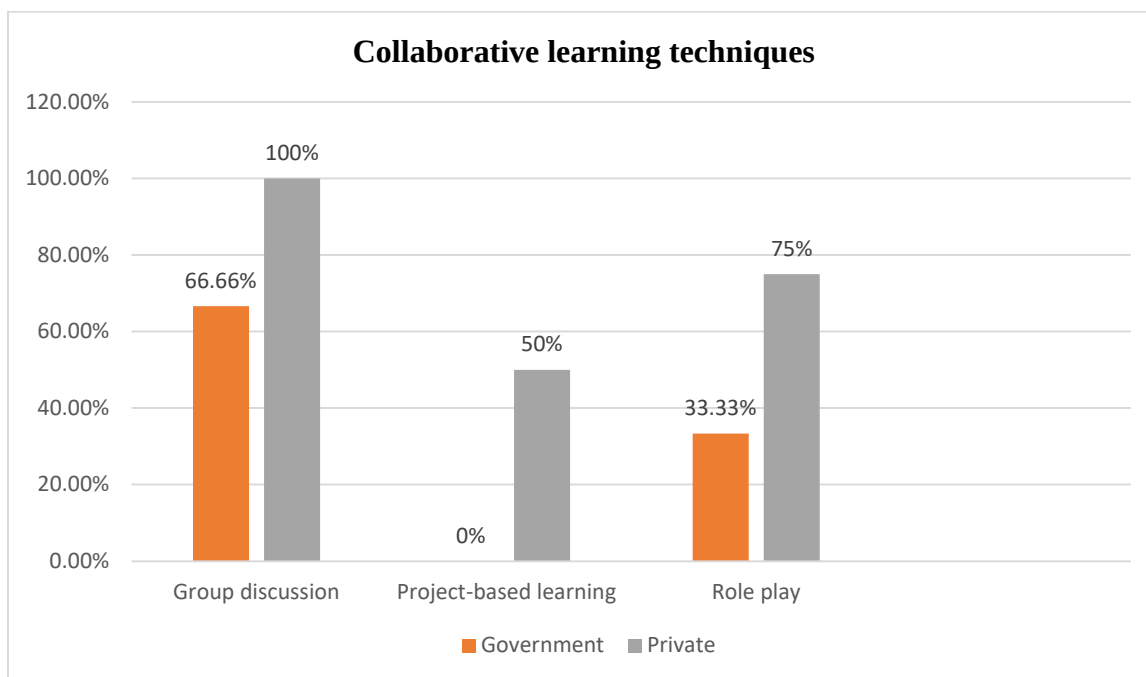
Affiliation	Rate of Preparation	
Government	1(3)	33.33%
Private	3(4)	75%



According to the figure, 75% of English learning teachers from private secondary schools are inclined to create collaborative learning activities, while 33.33% of teachers from government secondary schools prepare collaborative activities for teaching the English language. Comparing “The private secondary schools to the government secondary schools”, the English learning teachers from private secondary schools had higher percentage of collaborative activity preparation.

Collaborative Learning activities:

Techniques	Affiliation	
	Government	Private
Group discussion	2(3) 66.66%	5(5) 100%
Project-based learning	0(3) 0%	2(4) 50%
Role play	1(3) 33.33%	3(4) 75%

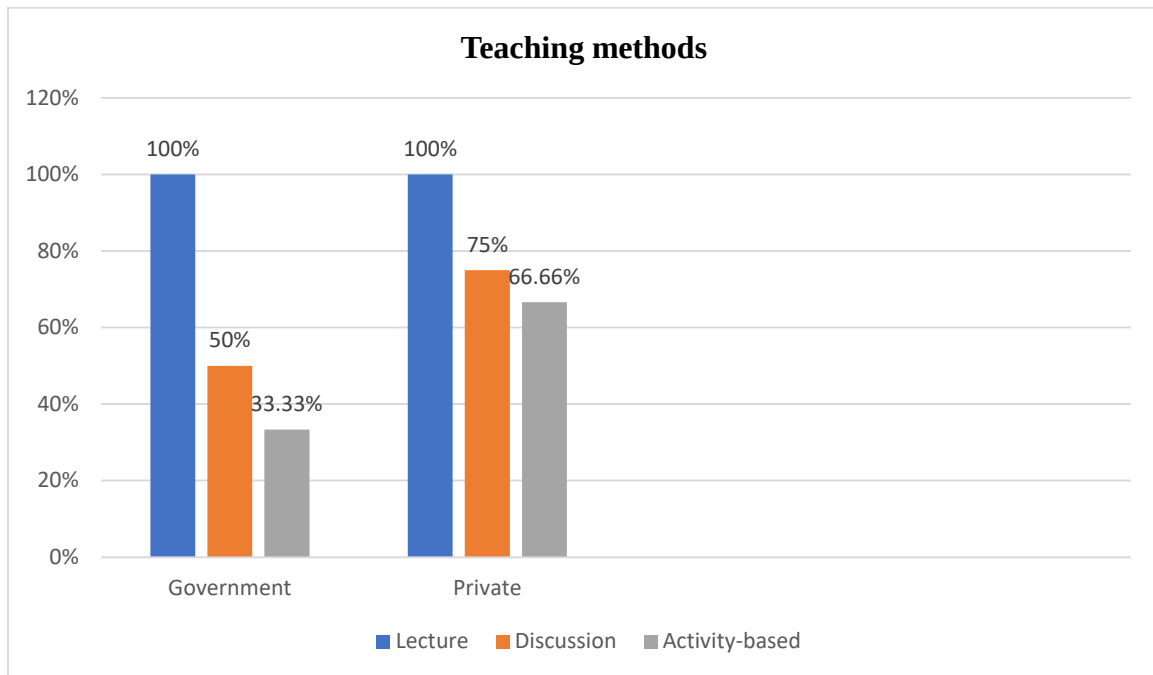


From the figure, it may be concluded that whereas 100% of English learning teachers in private secondary schools use group discussions, only 66.66% of teachers in government secondary schools do so. While 50% of English language teachers in private secondary schools use project-based learning, this approach is not common in government secondary schools. While 75% of English learning teachers from private secondary schools use role-playing activities in their teaching, only 33.33% of English learning teachers from government secondary schools do so while teaching their students.



Teaching methods:

Teaching methods	Affiliation	
	Government	Private
Lecture	3(3) 100%	4(4) 100%
Discussion	2(3) 50%	3(4) 75%
Activity-based	1(3) 33.33%	2(4) 50%

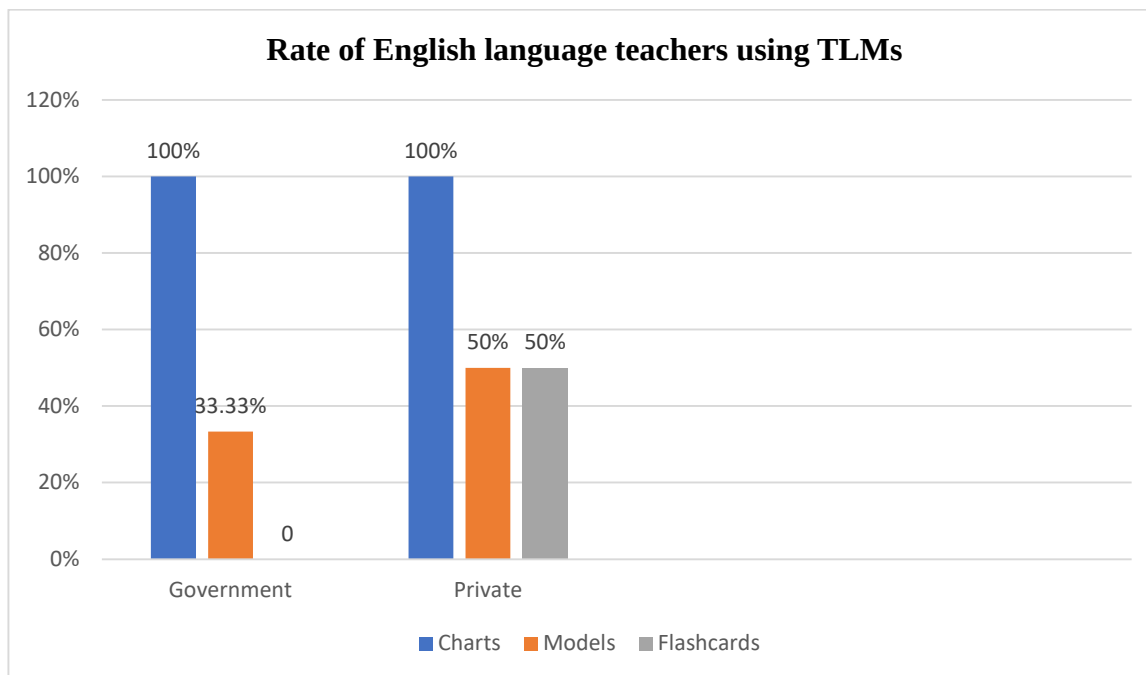


From the figure, it can be comprehended that 100% English learning teachers in both “The government and the private secondary schools” employ the lecture method. Of these, 50% of teachers in government secondary schools adopt discussion method, while 75% of teachers in private secondary schools adopt it. Additionally, 33.33% of teachers in government secondary schools asserted to activity-based method, while 66.66% of teachers in private secondary schools comply to it. Rate of English language teachers from the Private Secondary schools associates interactive methods at an increased rate in teaching the English language compared to Government Secondary schools.



Teaching-learning materials:

Teaching Learning Materials	Government	Private
Charts	3(3) 100%	4(4) 100%
Models	1(3) 33.33%	2(4) 50%
Flashcards etc.	0	2(4) 50%

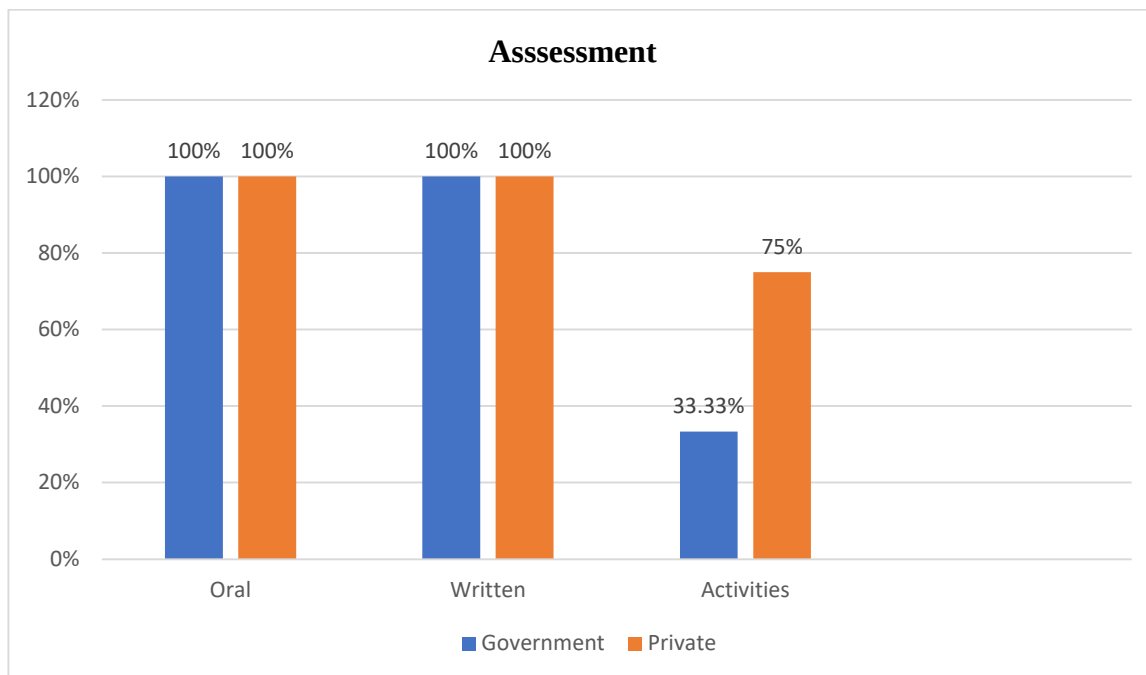


From the figure, it is observed that 100% of the English learning teachers from both “Government and Private Secondary schools” affirm the use of charts in teaching English. 33.33% of teachers from the Government Secondary schools assert their use of models in English classes, whereas 50% of teachers from Private Secondary schools comply with it. English learning teachers from Government Secondary schools haven’t used flashcards in their teaching and learning procedure, while 50% of the English language teachers from Private Secondary schools use flashcards.



Assessment:

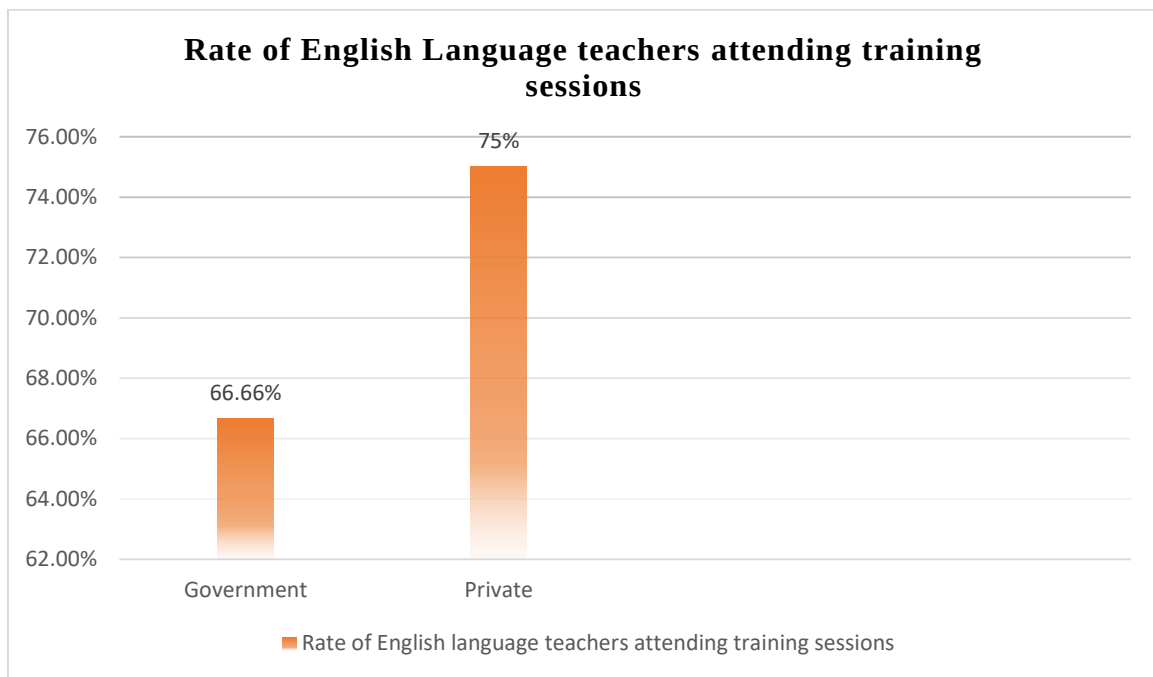
Assessment	Affiliation	
	Government	Private
Oral	3(3) 100%	4(4) 100%
Written	3(3) 100%	4(4) 100%
Allied activities	1(3) 33.33%	3(4) 75%



From the figure, it can be comprehended that 100% English language teachers from both “Government and Private Secondary schools” include oral and written modes of assessment. 33.33% of English learning teachers from Government secondary schools assess through allied activities, whereas 75% of English language teachers from Private secondary schools comply with it. The activities comprise group discussion, brainstorming, extempore speech on any topic of their interest, role play, etc.

Rate of English language teachers attending training sessions:

Affiliation	Rate of English Language teachers attending training sessions
Government	2(3) 66.66%
Private	3(4) 75%



According to the figure, 75% of English learning teachers from private secondary schools attended training sessions on teaching the language, whereas 66.66% of teachers from government secondary schools attended them. Compared to English learning teachers from government secondary schools, the participation rate of English learning teachers from private secondary schools is higher.

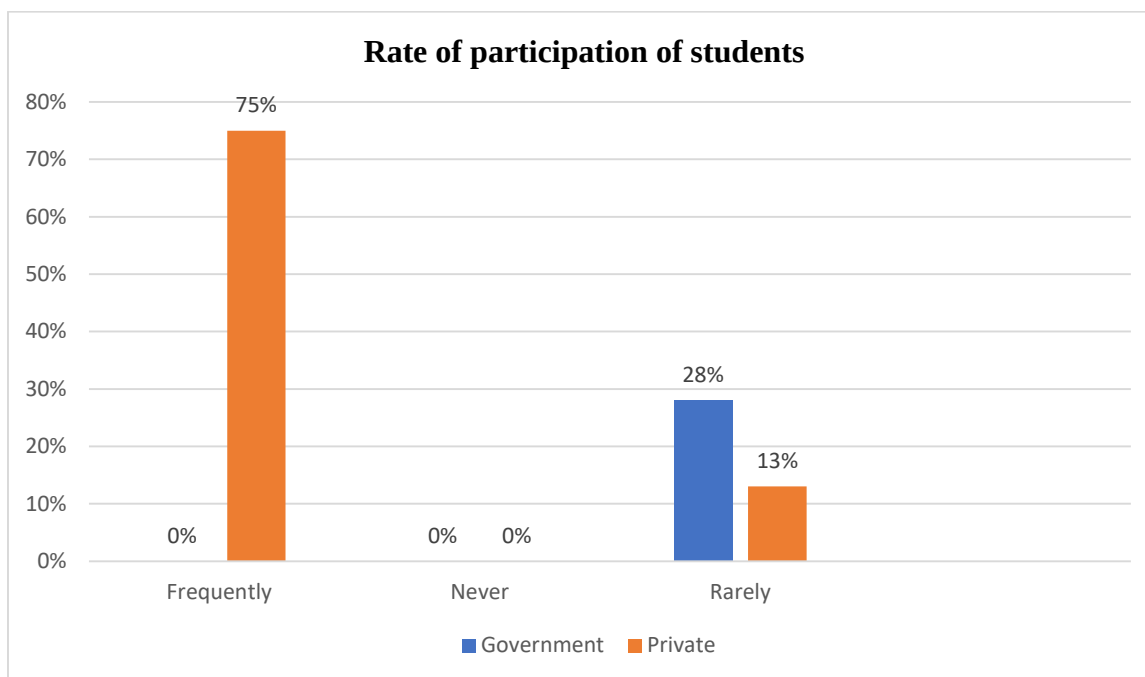
Objective 2: To ascertain the engagement rate of the students in Collaborative learning techniques in teaching the English language.

For fulfilling Objective 2, Investigators administered a questionnaire comprising of open and closed-ended questions on the students related to their engagement in collaborative learning techniques in English classes. The findings are:



Participation in Collaborative activities in English classes:

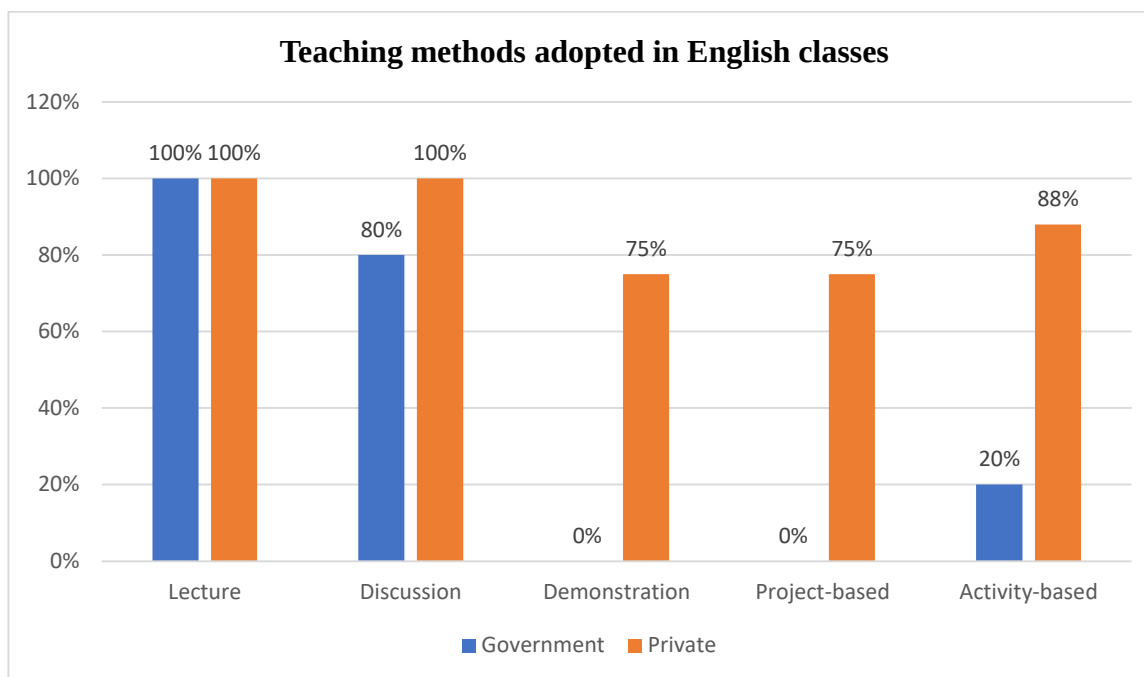
Rate of participation	Affiliation	
	Government	Private
Frequently	0	115(154) 75%
Never	0	0
Rarely	39(142) 28%	20(154) 13%



From the figure, it is observed that 75% of the students from Private Secondary schools affirmed that they frequently participate in collaborative activities, whereas 13% of the students rarely participate in them. However, students from the government secondary schools lack frequent participation in collaborative activities. 28% of the students from the Govt. Secondary schools rarely participate in collaborative activities in their English classes. Hence, the government secondary schools showed minimal participation of students in collaborative instruction.

Teaching methods adopted in English classes:

Teaching methods	Government	Private
Lecture	(142) 100%	(154) 100%
Discussion	114(142) 80%	(154) 100%
Demonstration	0	115(154) 75%
Project-based	0	115(154) 75%
Activity-based	28(142) 20%	135(154) 88%

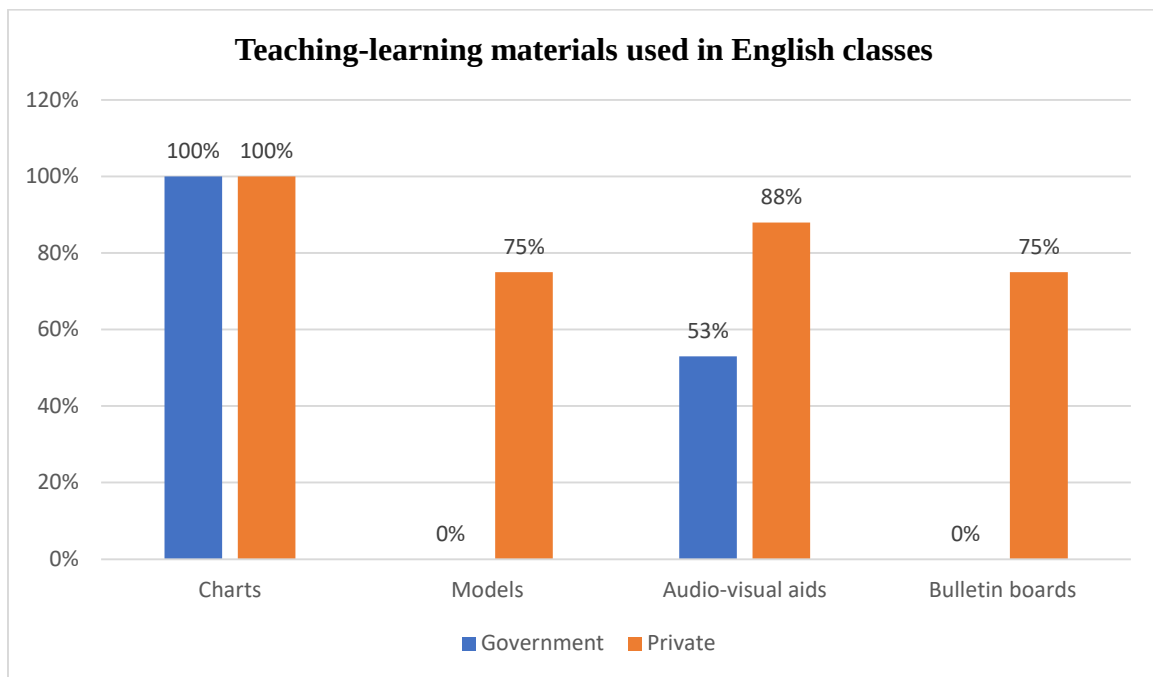


From the figure, it is asserted that the lecture approach is used by 100% English learning teachers in both “government and private secondary schools”. While 100% of students from private schools use it, 80% of students from government secondary schools get involved in discussions. While teaching the content in English, 75% of English learning teachers at private secondary schools use project-based learning and demonstration techniques. When it came to using the English language, none of the English learning teachers at government secondary schools used project-based as well as demonstration-based methods. Compared to 20% of English learning teachers in government secondary schools, 88% of English learning teachers in private and secondary schools engage students in activities.



Teaching-learning materials used in English classes:

Teaching-learning materials	Government	Private
Charts	(142) 100%	(154) 100%
Models	0%	115(154) 75%
Audio-visual aids	75(142) 53%	135(154) 88%
Bulletin boards	0%	115(154) 75%

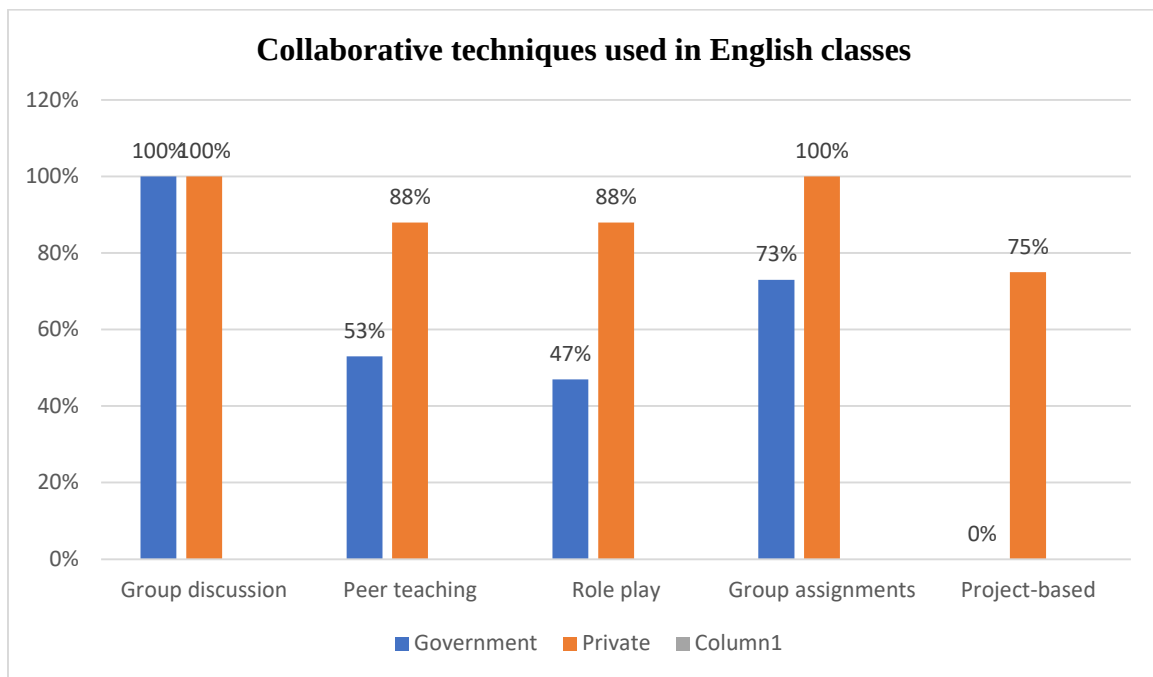


From the figure, it can be drawn that 100% of the English learning teachers from both “government and the private secondary schools” use charts while delivering instruction in the English classes. 75% of students from the private secondary schools use models, but their use isn’t visualized in the government secondary schools. 53% of students from the govt. Secondary schools use audio-visual aids, whereas 88% of students from the private secondary schools use them. 75% of students from the private secondary schools affirmed their engagement in bulletin boards. However, the government secondary schools are at bay from utilizing it. Models and bulletin boards as teaching and learning materials aren’t utilized in the English classes in the government secondary schools.



Collaborative techniques used in English classes:

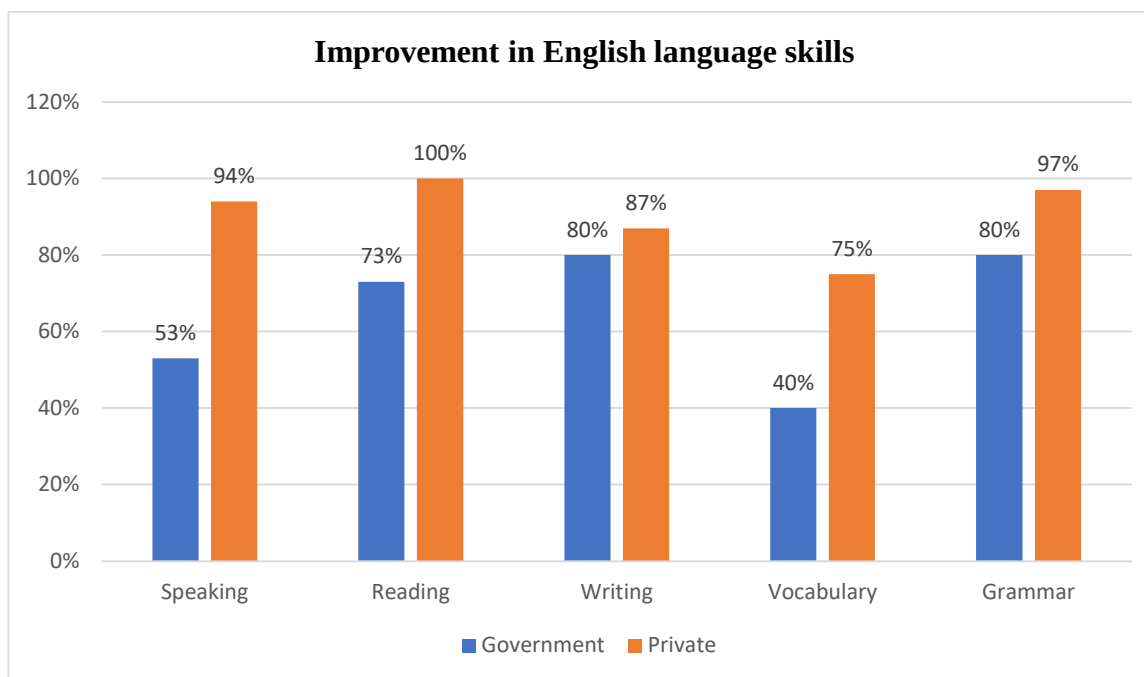
Collaborative techniques	Government	Private
Group discussion	(142) 100%	(154) 100%
Peer teaching	75(142) 53%	135(154) 88%
Role play	67(142) 47%	135(154) 88%
Group assignments	103(142) 73%	(154) 100%
Project-based	0%	115(154) 75%



From the figure, clearly 100% government and private secondary school students participate in group discussions during English classes. 53% of students from government secondary schools partake in peer teaching, whereas 88% of students from private secondary schools partake in it. 47% of students from government secondary schools engage in role play, while 88% of students from private secondary schools engage in it. Group assignments are given to 73% of students in government secondary schools moreover 100% of students in private secondary schools. While none of the students at government secondary schools participate in project-based learning, 75% of students in private secondary schools do. Government secondary schools require greater student engagement in collaborative techniques to enhance their motivation towards English language.

Improvement in English language skills:

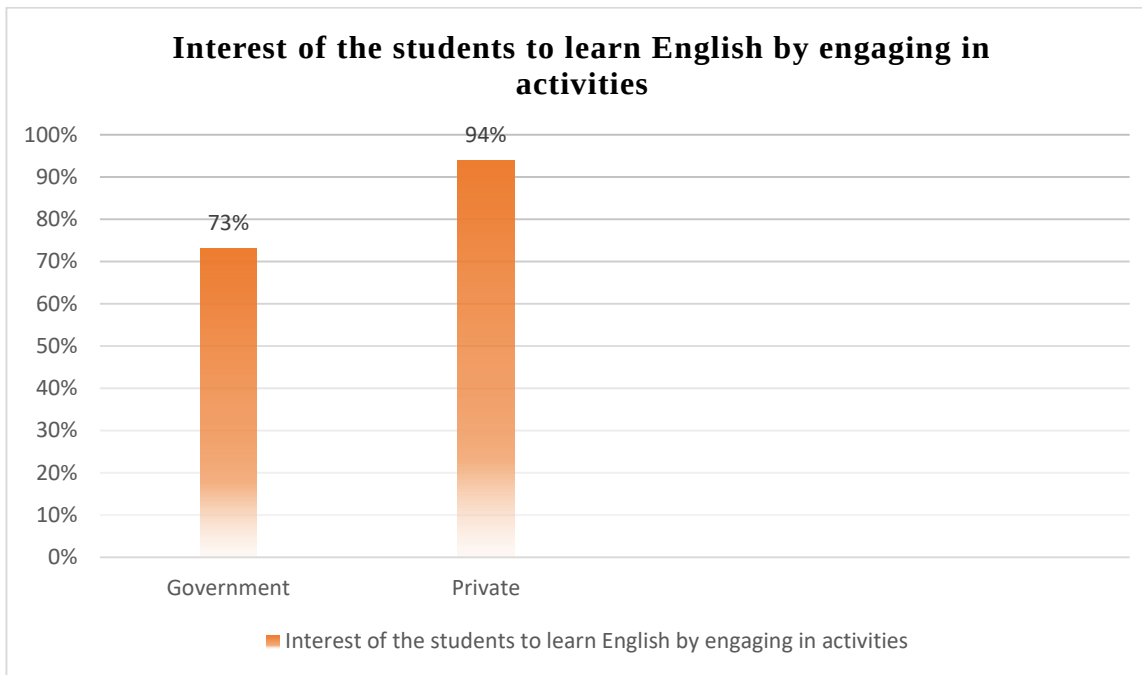
Language skills	Government	Private
Speaking	75(142) 53%	145(154) 94%
Reading	103(142) 73%	(154) 100%
Writing	114(142) 80%	134(154) 87%
Vocabulary	57(142) 40%	115(154) 75%
Grammar	114(142) 80%	149(154) 97%



From the figure, it is observed that 94% of students from private secondary schools affirm that their English speaking abilities have improved, compared to 53% of students from government secondary schools. While 100% of students at private secondary schools adhere to it, 73% of students in government secondary schools consider that their reading skills have improved. 80% of government secondary schools report improvement in writing skills, whereas 87% of students from the private secondary schools affirm it. While 75% of students from private secondary schools complied, 40% of students from government secondary schools reported that their vocabulary had improved. Compared to 97% of those from private secondary schools, 80% of those from government secondary schools reported that their English grammar had improved. Comparing students from private secondary schools to students from government secondary schools, the students showed greater progress in their English language proficiency in grammar, reading, speaking, writing, and vocabulary.

Interest of the students to learn English by engaging in activities:

Interest of the students	Government	Private
	103(142) 73%	145(154) 94%



In terms of collaborative activities while instructing in the English language, the students revealed their interest in activities like group discussion, role play, project learning, etc. From the figure, 94% of students from private secondary schools comply with English language proficiency, whereas 73% of students from government secondary schools confirmed their interest in learning the language through activities. It implies that the private secondary schools are more attuned towards drawing the interest of the students through collaborative instruction.

Objective 3: To be acquainted with the opportunities of applying Collaborative learning techniques in teaching the English language.

The findings for Objective 3 on opportunities of applying Collaborative learning techniques in teaching the English language are:

1. The English language teachers from both the Govt. and Private Secondary schools asserted that collaborative learning techniques induce interest among the students and improve their academic performance.
2. The English language teachers opined that it eventually aids in the improvement of the skills related to speaking, writing, vocabulary, and grammar.
3. Engagement of the students in group discussion, debate, word games, etc., boosts competence and confidence among the students to be at ease with the English language.
4. The educational institutions support the English language teachers by organizing professional development workshops on Collaborative teaching strategies.
5. Collaborative techniques promote active learning, critical thinking, and effective communication among the students.
6. 20% of the English language teachers from Private Secondary schools opined that incentives are provided to students to participate in classroom activities, group projects, and peer learning.

7. Learning through peer collaboration helps the shy and slow learners to express their views, opinions, etc., and overcome their hesitation.
8. The English language teacher, as a facilitator, aids the students in refining their communication skills and improving their vocabulary.
9. Emphasis is more process-oriented rather than product-oriented. Students reflect on their learning through the use of corrective feedback.
10. It discards rat-race competition, paving forth towards a favorable and progressive learning environment.
11. It seems more beneficial for the shy students and the low achievers. (Yavuz et.al., 2018).

Objective 4: To identify the apparent challenges of incorporating Collaborative learning techniques in teaching the English language.

The findings for Objective 4 on challenges of incorporating collaborative learning techniques in teaching the English language are:

1. The English language teachers acknowledged that the lack of sufficient infrastructure creates a hindrance in incorporating collaborative techniques in English language classrooms.
2. Lack of sufficient time and the workload to complete the course in time is a factor that creates a barrier to the effective application of collaborative activities.
3. Large class sizes, especially in Private Secondary schools, may induce indiscipline and difficulty in classroom management while engaging the students in activities.
4. It may create a barrier for the English language teacher to engage entire students in activities, specifically in overcrowded classes with minimal class time. (Bozavli, 2012; Yavuz et.al., 2018).
5. The English language teachers of Govt. Secondary schools asserted their limited exposure to training sessions in the English language.
6. 28% of the English language teachers conveyed resistance from the staff, management in conducting collaborative activities in teaching the English language.
7. Evaluating the academic performance of every single student in collaborative activities can be tedious and difficult for the English teacher.
8. 14% of the students asserted limited experience and training of English language teachers in facilitating collaborative tasks.
9. Unequal contribution of the group members may lead to resentment among their peers.
10. Lack of classroom facilities, equipment, etc., may reduce the quality of collaborative learning.
11. While participating in activities, audacity might arise in using the mother tongue instead of the target language.

Findings of the Study:

1. 75% of English learning teachers from Private Secondary schools prepare collaborative activities while teaching in the English language, while 33% of them from Government Secondary schools prepare it.
2. 50% of English learning teachers from Private Secondary schools incorporate project-based activities. On the contrary, the English language teachers from Government Secondary schools haven't.
3. 33.33% of English learning teachers from Government Secondary schools assert their use of models in English classes, and 50% of them from the Private Secondary schools affirm it.
4. In terms of assessment, apart from oral and written modes, 33% of the English learning teachers from Government Secondary schools assess through activities, 75% of them from Private Secondary schools incorporate it.
5. 75% of English learning teachers from Private Secondary schools asserted that they went to training sessions, whereas 66.66% of English learning teachers from Government Secondary schools affirmed.
6. 75% of English learning teachers from Private Secondary schools asserted their use of demonstration and project methods while delivering instruction in ESL classrooms. None of them from Government Secondary schools conformed to it.
7. The Government Secondary schools are still far in utilizing models and bulletin boards in English classes.
8. 75% of students from Private Secondary schools play a part in project-based activities, whereas none of students from Government Secondary schools are engaged in it.
9. 73% of students from Government Secondary schools are interested to learn English by engaging in activities, while 94% of students from Private Secondary schools asserted.
10. 40% of students from Government Secondary schools conformed their improvement in English language vocabulary, whereas 75% of students from Private Secondary schools complied.

Recommendations:

1. It is possible to motivate students to share their thoughts with their peers and make learning enjoyable by implementing collaborative learning strategies.
2. It builds concentration and creates a fondness for acquiring the English language.
3. Project-based activities, role play, brainstorming sessions, etc., develop interpersonal skills and foster a sense of belongingness.
4. It provides opportunities for the shy learners to overcome their insecurities by promoting active participation, turn-taking, etc.
5. Incorporation of collaborative techniques in teaching the English language not only promotes teamwork but also assists in conflict resolution, problem-solving, etc.
6. English language teachers assist students to take responsibility for their education by encouraging self-evaluation and self-reflection.

7. English language teachers can provide feedback in a way that students can focus on their strengths rather than their weaknesses to overcome the insecurities while communicating in the English language.
8. It reduces unhealthy competition and induces peer support in accomplishing tasks, assignments, etc. Learning in welcoming and collaborative environment can stimulate students to clarify subject matter and learn better.
9. English language teachers can utilize TLMs effectively, connect with students through digital platforms such as sending voice-overs, recordings, responding to emails, etc., and provide a platform to utilize the English language in actual situations.
10. Collaborative learning techniques can eliminate rote memorization and initiate the progress in the English language, keeping the students intact towards life-long learning and comprehensive conceptualization.

Conclusion:

Incorporation of collaborative learning techniques in the teaching and learning of the English language can not only be interactive but also stimulate interest among the students. It serves as a panacea to annihilate the phobia and insecurities towards the target language. It ensures that focus is on the functional usage of the English language in real-life contexts. The English language teacher, as a facilitator, needs to reflect on the process rather than the outcome. Students can learn from their experiences and reflect on them. Timely and effective feedback from the teachers and mutual support from the peers may assist in identifying the strengths and rectifying their weaknesses. However, adequate infrastructural facilities, support from management, maintaining a student-teacher ratio, trained faculty, and sufficient finance are indispensable for acknowledging and executing it.

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