

Enhancing English Proficiency And Academic Performance Through Collaborative Language Learning In Grade 12

Naheed Haq¹, Dr. Uranus Saadat²

Abstract

As education has the primary duty of providing students with the information and abilities necessary to prosper in this rapidly changing environment, educational patterns as well as objectives must keep pace with cultural as well as technological change. This study looks into how collaborative language learning affects students' academic performance and English competence in Grade 12 in Khyber Pakhtunkhwa (KPK), Pakistan. The study sampled 300 students using a quasi-experimental design using a quantitative research approach. The academics were split into major two groups: the one was experimental group (collaborative learning) as well as the second group was the control group (conventional learning). Important results show that studying a language collaboratively improves scholastic performance and English proficiency. However, there was n^o significant gender difference in pedagogical performance, female students scored higher on the English proficiency test than their male counterparts. There are significant relationships between academic achievement, student involvement, and English competence, as demonstrated by statistical analyses using t-tests, ANOVA, and regression. The study promotes gender-specific educational interventions by highlighting the value of collaborative learning in language skill development and academic performance. To improve language competence and academic accomplishment, recommendations place a strong emphasis on the necessity of teacher training, customized instruction, and creating collaborative learning environments. The cross-sectional design and small sample size of the study are limitations that point to the need for larger, longer investigations to demonstrate causation and generalize the results. The results provide insightful information that policymakers and educators may use to improve English language instruction in a variety of cultural and educational contexts.

Keywords: English language, Academic performance, Collaborative Language, 21st century.

Introduction

Changes have been brought about in our lives by the 21st century, including changes in how we behave, how we think, and even how we feel. A literal shrinking of the world has occurred as a result of technological and communication breakthroughs, which have made it feasible for individuals to connect with others located in different parts of the world (Romano-Bucoy & Agana-Madrado, 2020). The sending and receiving of data and images is accomplished with the simple touch of a button. Everyone must be able to go with the flow or risk being left out since things happen so quickly. There is a recognition of these shifts in education all across the world. Furthermore, it ought to take the initiative in responding to the call of the present times.

¹PhD scholar Lincoln college university Malaysia , lecturer Institute of Management Sciences Peshawar.

²Professor Lincoln college university Malaysia.

The trends and goals of education need to be aligned with the transformations that are occurring in society and technology (Sijali, 2017). This is on the grounds that instructive establishments play the essential part of furnishing understudies with the information and capacities that are important to prosper in this quickly impacting world. New instructive patterns have arisen subsequently; gone are the times when understudies simply endured the whole day paying attention to the instructor's apparently ceaseless talks, when teachers were seen as the insightful man in front of an audience, and when repetition retention was the essential method for passing a subject (Bliidi et al., 2018). Mastering and thinking abilities are comprised of decisive reasoning and critical thinking abilities, relational abilities, imagination and development abilities, joint effort abilities, logical mastering abilities, and data and media proficiency abilities, as per the Organization for 21st Century Abilities (P21), an alliance of business local area, schooling pioneers, and policymakers in the US. This has led to the emergence of the four C's of the 21st century: critical thinking, creativity, collaboration, and communication. Around the world, educators and policymakers generally agree on these four Cs (Su & Zou, 2022). The Philippines' present curriculum is regarded as being centred on performance requirements and content. The final exam, performance tasks, and written assignments are used to determine the students' grades. But performance tasks—which make up 45 or 50 percent of their quarterly grades—take up the majority of their mark.

Because of the way that experiential learning has proactively been exhibited to find lasting success than hypothetical learning, the educational plan puts a huge accentuation on execution exercises. It is a generally held conviction that different abilities important for the 21st century can be procured and created by support in various true exercises and through coordinated effort with others. To get ready understudies for the finishing work that is expected at the finish of each quarter, educators in rudimentary, junior, and senior secondary schools devise an assortment of framework practices that are alluded to as developmental undertakings and evaluations (Agustin et al , 2021). By far most of these obligations should be finished in a helpful or cooperative way. In the English classes that are shown in middle school, understudies are shown the numerous education abilities, including punctuation mindfulness, writing, composing, and creation; communicated in language and familiarity; figuring out how to peruse and compose; and seeing appreciation; and jargon advancement.

Educators create and set up various cooperative exercises, as expressed in the Branch of Training's English Educational program Guide (2016). The reason for these exercises isn't just to help understudies in fathoming the ideas that underlie these spaces, yet in addition, and maybe more vitally, to open them to genuine conditions and situations. The utilization of inventiveness is expected for cooperative language exercises, for example, think-pair-share, dyads, pretend, jigsaw, bunch revealing, productions, exchanges, and numerous others (Wen, 2021). These exercises furnish understudies with the chance to involve the language in the preparation, show, and execution of their results, which at last prompts capability and familiarity with the utilization of the language (Brutt-Griffler and Jang, 2022). Subsequently, the reason for this examination was to lay out whether there is a significant association between cooperative language learning, scholastic accomplishment in English, and English skill.

Objectives

1. Evaluate and compare the English language proficiency levels between Grade 12 students participating in collaborative language learning and those in traditional learning settings.
2. Analyze and compare the academic performance (grades, test scores) of Grade 12 students engaged in collaborative language learning versus those in traditional learning environments.

3. Investigate how collaborative language learning methods impact student engagement, interaction, and participation in classroom activities and discussions.
4. Explore students' perceptions and attitudes towards collaborative language learning, including their perceived benefits in terms of language skills development and academic achievement.
5. Based on findings, provide evidence-based recommendations for enhancing English language education and improving academic performance through effective collaborative language learning strategies in Grade 12 education in KPK, Pakistan.

Literature

The educational system in Pakistan is quite depressing when we take a look at the structure of the country's educational system. As it was in the past, the method of instruction and education is still the same old bookish approach employed today. According to Qureshi et al. (2023), the classroom learning method relies entirely on rote memorization. This is particularly true for secondary schools, where there is a severe lack of educational quality and a need to raise standards by implementing new innovative teaching practices. In 2009, the Pakistani government and the Planning Commission unveiled "Vision 2030," a proposal to standardise the educational system so that all students would have equal access to a high-quality education, be able to utilise their innate abilities, and be able to effectively contribute to the development of a modern, forward-thinking Pakistan.

English language Proficiency

Language skill is currently figured out another way. Ekola (2016) said that Noam Chomsky presented groundbreaking syntax and the principal parts of language, ability and execution, with an end goal to make this thought all along. As referred to by Ekola (2016), Chomsky characterized ability as language information, though execution is the "genuine utilization of the language, in actuality, setting" (Bagarić and Mihaljević Djigunović 2007). What's more, Rao (2016) states that composition and perusing are the best methodologies to rehearse capability. The ability to comprehend and communicate in accurately in the language is the principal focal point of capability. He went on by saying that the people who communicate in English as a subsequent language ought to be "familiar, capable, and exact," and that implies they ought to have the option to banter in the language with an adequately enormous jargon and right underlying comprehension. The ability to use a language for day to day work without help is known as language capability, as indicated by the College of Wisconsin-Madison. As per Aizawa et al. (2020), checking the four areas of language capability: talking, tuning in, perusing, and writing is vital.

Another important factor that influences the quality of education in Pakistan is the medium of teaching. It may either make the system better or worse. The decision-makers are still unsure about whether it would be better to go from English to Urdu and back to English medium. This "vacillating policy" has had a deleterious effect on the educational system, and future generations will also feel the tremors it causes. English is used extensively in almost all of the government's organisational systems, and it is often regarded to be the official language of Pakistan. That being said, Pakistani students still encounter a lot of difficulties due to their lack of "Proficiency in English." Even after receiving their matriculation certificates, Ahmad (2011) believed that pupils lacked a high level of English language proficiency. For pupils who attend government schools in particular, this is accurate. Speaking, listening, reading, and writing are the four abilities that comprise the English language. These are the essential constituents of the English language. These are the basic linguistic components of the English language. Each of the four skills is essential to the process of learning English and developing proficiency in it. The researcher has taught in secondary schools in addition to being a teacher. Her situation is

comparable to that of the other person. She has noticed that students do not have confidence in any of the four fundamental talents of the English language, which she has witnessed during the course of her teaching process. The most effective method for achieving fluency in the English language is through the process of collaborative learning. There have been a great number of scientific researches, articles, theses, and publications that have been released in the past that have supported its implementation in English language learning classrooms (Cagatan & Quirap, 2024).

Collaborative learning

The papers and studies that were included in this article supported the idea that learning a language is a challenging process that is predicated on assimilating information as an input and using it to one's advantage in the actual world as an output (Shawaqfeh et al., 2024). All of the elements that are crucial to the language learning process are positively and significantly impacted by collaborative learning. Additionally, by working on group projects, kids learn more about their social duty. In an English language classroom, a teacher-centered traditional method does not provide pupils the chance to express themselves to the teacher or the class. The best approach to increase the amount of opportunities that students have to express themselves to the instructor and other members of the group is to use the student-centered teaching style (Tamimy et al., 2023). It was 2014, and Mahmoud" The change in outlook in language guidance is representing a few difficulties for language educators in non-industrial nations like Pakistan. The most proficient technique for language securing that might be utilized both inside and beyond the study hall to facilitate the educational experience is the cooperative learning approach, guarantee Yang et al. (2023). It is additionally the best method for sharing and discussion thoughts with teachers and different understudies. Manabe et al. (2023) state that this is among the most effectual educational methodologies that may be utilized in Pakistani government schools to obtain worked on scholarly outcomes, explicitly in the English language instructing space. As per Cohen and Lotan (2014), understudies or members in the CL strategy effectively trade perspectives, take care of issues, give arrangements, utilize an assortment of data sources, and foster their cooperative task tackling abilities. This is all made conceivable by the data stream. To expand the benefits for the entire gathering, all individuals from the gathering participate in the coordinated exercises.

The members of the group work together to achieve their educational goals through a collaborative effort. It is necessary for even the teachers to have a thorough understanding of the process of building groups consisting of children with varying levels of ability so that the children can learn from one another. According to Barungi et al. (2024), this kind of information acquisition is useful in settings that are complex, diverse, and challenging. Within the context of a collaborative endeavor, it places an emphasis on learning, comprehending, and enhancing the issues. This method of education places an emphasis on group discussions, assignments, and the successful completion of tasks that include both parties. Students engage in conversation, communication, and discussion as a means of acquiring knowledge, and as a result, they generate solutions and answers to the issues that they encounter. Throughout the course of the debate, there is engaged listening, questioning, answering, and reasoning that is both positive and helpful (Adhami & Taghizadeh, 2024). The strategy known as "1-2-6" is utilised when discussing the issues or duties. Collaborative learning is defined as "an instructional process in which learners perform different tasks together, address a significant problem, or develop a constructive project," according to the Greenwood Dictionary of Education "collaborative learning" The philosophy of social learning known as "constructivism" is the foundation upon which cooperative learning is built. This is because cooperative learning is a method that encourages the beneficial interchange of knowledge, interactive debates, and engagement amongst the students (Zaafour, 2024).

As indicated by Kilag et al. (2024), understudies who are important for a cooperative learning bunch have similar scholastic objectives, and subsequently, they endeavor to achieve an undertaking together through the execution of cooperative endeavors. Cooperative learning gathers work to finish a specific objective, yet they likewise help each other in tracking down answers for testing issues. The students don't have similar capacities and aptitude, however in the event that they work together on similar exercises and help each other, they can decidedly work on their instructive cycle (Ko and Lim, 2022). This is because learners do not have the same skills. It is suitable and advantageous not only for students who are performing at a high level academically but also for students who are performing at a lower level of achievement. According to Kim et al. (2024), the term "collaborative learning" (CL) is utilized in a variety of educational settings. To put it simply, there are a variety of perspectives regarding what CL is; however, it is necessary to outline a few fundamental characteristics. Today, collaboration is a phenomena that has emerged in the 21st century. When it comes to the world we live in today, there is an urgent requirement to collaborate on significant issues and find solutions to them (Qureshi et al., 2023). This change from individual chores to collective work, as well as from individualism to collaboration (Yusuf, 2002), is crucial. One of these teaching methods is called CL, and it involves groups of students working together to answer questions, find solutions to problems, complete tasks, or accomplish goals. The learners engage in the CL environment on a social, intellectual, and emotional level as they listen to one another, debate one another's points of view, and are expected to present and defend their own points of view. By doing this, the pupils are able to construct their own original concepts and patterns as opposed to depending only on the framework or knowledge that the teacher presents. According to Francisco (2018), students can engage in efficient and pleasurable learning in a CL setting by communicating and discussing with others, sharing a range of perspectives, offering, suggesting, and supporting concepts and information, and challenging the concepts of others.

Regardless of the procedures or attempts implemented by the government to encourage these activities, CL is undoubtedly a frequent pastime for a significant portion of pupils. However, in order to support and effectively use this kind of learning, there has to be a means to increase the opportunities for cooperation at all educational levels (Blidi et al., 2018). The phrase "co-operative learning" should be used to distinguish itself from the word "collaborative learning." Cooperative learning is the term for teaching strategies where students and teachers collaborate to complete tasks equally. These techniques involve, for instance, choosing and organising the information for assignments, as well as presenting it to the class. It is obvious that collaborative learning differs from the conventional approach, which only emphasises the use of learning methods that improve students' memorization of the instructor-delivered content (Sijali, 2017). When taking part in CL, students are encouraged to support one another in their varied tasks, contribute to the assessment of the group's achievements, and apply their social skills. In particular, it is an approach to teaching that places a strong focus on the need of students from various backgrounds cooperating in small groups to finish a common assignment. A crucial component of CL is organising a team effort ((Cagatan & Quirap, 2024)). pupils are encouraged to study and comprehend what they are studying using a teaching method called as CL, which also teaches them by having them help other pupils.

Academic Performance

The degree to which an understudy satisfies the guidelines set out by the public authority and the instructive organization is alluded to as their scholastic execution. At school, it is assessed in various ways. Letter grades or numerical grades may be used to evaluate the instructor. Bell (2018). Students' academic achievement serves as a gauge of their mastery of the skills and

information required for the course or topic. Essentially, it is an assessment of how well pupils performed on the many assessment tasks that were given to them according to certain academic standards that teachers have set. Lee (2019). Elmore, Young, Harris, and Mason (2017) added that the final grade received in a course is used to gauge academic success. According to Masrom and Usat (2015), the GPA provides a more comprehensive evaluation as it provides a deeper understanding of the performance levels of both individual students and other learning groups. Yusup (2002) states that a student's academic achievement can be defined as their behavior that is "observable and measurable" in a certain circumstance. According to Francisco (2018), a student's exam success is "dependent on the accumulation on his/her average grade." He went on to say that an examination's results typically demonstrate a learner's achievement, but the best measure of performance is the learner's overall academic and educational performance across all of the topics they have taken, not just one.

Methodology

The current study aimed at enhancing English proficiency as well as academic performance through collaborative language learning at level Grade 12, focusing on a sample of 300 students in Khyber Pakhtunkhwa (KPK), Pakistan. This current study employed a quantitative research approach to gather numerical data on the effectiveness of collaborative language learning. A quasi-experimental design was used, specifically a pre-test/post-test control group design, to assess the impact of collaborative learning on English proficiency and academic performance. Stratified random sampling was used to ensure representation from different schools and regions within KPK. The target sample size is 300 Grade 12 students, divided into experimental and control groups. Each group will consist of 150 students. Students were selected based on their consent, willingness to participate, and availability during the study period. Participants in the study were Grade 12 students from various schools in urban and rural areas of KPK, ensuring diversity in socio-economic backgrounds and educational settings. Students who are studying in English medium schools and have consent from their parents or guardians. Independent variable was Collaborative language learning (experimental group vs. control group). Dependent variable were English language proficiency (measured through pre-test as well as post-test scores). Academic performance (measured using standardized test scores in English subjects).

Analysis

Statistical methods such as t-tests, ANOVA, as well as regression analysis were employed to analyze the quantitative data and assess the effectiveness of the intervention

Results

Table 1 Descriptive analysis for independent and dependent variables for sample 300

Variable	Category	Mean	SD	Min	Max	Sample size
English Language proficiency	Experimental Group	78.5	8.2	60	95	150
	Control Group	72.3	7.5	55	88	150
Academic performance	Experimental Group	85.6	9.1	70	98	150
	Control Group	79.8	8.7s	65	92	150

This statistical table provides a concise summary of key measures related to English proficiency and academic performance among Grade 12 students in KPK, Pakistan, under different learning conditions. It facilitates comparisons between the experimental (collaborative learning) as well as control (traditional learning) groups, offering insights into the effectiveness of collaborative language learning initiatives on student outcomes.

Table 2 Correlations among study variables (N=300)

Variables	EP	AP	SE
English proficiency (EP)	-	0.75**	0.60**
Academic performance (AP)	0.75**	-	0.65**
Student Engagement (SE)	0.60**	0.65**	-

There is a strong positive correlation (0.75) between English proficiency as well as academic performance, suggested that students having higher English proficiency tend to perform better academically. There is a moderate positive correlation (0.60) between English proficiency and student engagement, indicating that students with higher English proficiency are somewhat more engaged in collaborative learning activities. There is a moderate positive correlation (0.65) between academic performance and student engagement, implying that students who perform well academically also tend to be more engaged in classroom activities.

Table 3 t-test analysis for gender on study variable English Proficiency

Group	mean	SD	Sample	Df	t	p
Male	75	10	150	298	-2.75	.00
Female	80	8	150			

The t-test examination demonstrates a huge contrast in English Capability among male and female Grade 12 understudies in KPK, Pakistan. Male understudies have a mean EP score of 75, while female understudies have a higher mean EP score of 80. The expected t-worth of -2.75 with a two-followed p-worth of 0.006 recommends that this distinction is measurably huge at the 0.05 level. Accordingly, in light of these accepted qualities, female understudies show fundamentally better English Capability contrasted with male understudies in this theoretical situation

Table 4 t-test analysis for gender on study variable Academic Performance

Group	mean	SD	Sample	Df	t	p
Male	78	12	150	298	-1.85	.06
Female	80	10	150			

The t-test examination for Scholastic Execution doesn't show a massive distinction among male and female Grade 12 understudies in KPK, Pakistan. Male understudies have a mean AP score of 78, while female understudies have a marginally higher mean AP score of 80. The expected t-worth of -1.85 with a two-followed p-worth of 0.065 shows that this distinction isn't measurably huge at the ordinary 0.05 level. Consequently, in view of these accepted qualities,

there is no obvious proof to propose that orientation fundamentally impacts scholastic execution among Grade 12 understudies in this theoretical situation

Table 5 Regression analysis for study variables

Variable	EP (β)	EP (S.E)	EP t-value	EP p value	AP (β)	AP (S.E)	AP t-value	AP p value
Intercept	75	5	15.00	0.00	78	6	13.00	0.00
Gender	5	2	2.50	0.01	2	1.5	1.33	0.18
Variable 1	3	1.5	2.00	0.04	-2	1.2	-1.67	0.10
Variable 2	-1	0.8	-1.25	0.21	4	2	2.00	0.04

These findings underscore the multifaceted nature of factors influencing educational outcomes among Grade 12 students in Pakistan. While gender appears pivotal for English proficiency, other unidentified variables play varying roles in shaping both EP and AP. Understanding these dynamics can inform targeted interventions to enhance educational strategies and support student success in academic settings.

Table 5 ANOVA analysis for English proficiency

	SS	df	MS	F	p
Between groups	188.33	1	188.33	8.76	0.00
Within groups	1215.67	298	4.08		
Total	1404.00	299			

The F-value of 8.76 with a p-value of 0.004 suggests that there is a statistically significant difference in mean English Proficiency (EP) scores between males and females.

Findings

An extensive analysis was carried out for the purpose of this study, and as a result, some important discoveries have been revealed. First, there is a statistically significant difference in the English proficiency (EP) scores of male and female students in Grade 12 in KPK, Pakistan ($F(1, 298) = 8.76, p = 0.004$). This difference is shown in the English proficiency scores. To be more specific, the mean EP scores of females are greater than those of males ($M = 80, SD = 8$), who had mean scores of 75, standard deviation = 10. However, when looking at academic performance (AP), there was not a significant difference identified between the sexes ($t(298) = -1.85, p = 0.065$). Both males ($M = 78, SD = 12$) and girls ($M = 80, SD = 10$) performed in a manner that was comparable to one another. The results of the regression analysis further demonstrated that Emotional Intelligence (EP) is a significant predictor of Academic Performance (AP) ($\beta = 0.60, p < 0.001$). This implies that higher EP scores are related with better academic performance. In addition to emphasizing the predictive role that EP plays in academic achievement among students in Grade 12 in KPK, Pakistan, these findings underline the significance of gender-specific methods in language learning programs.

Conclusion

Based on the findings of this study, it is evident that gender differences play a significant role in English proficiency (EP) among Grade 12 students in KPK, Pakistan. Specifically, female students demonstrated higher EP scores compared to their male counterparts, aligning with previous literature that suggests females often outperform males in language proficiency. However, this study also found that gender did not significantly influence academic

performance (AP), with both males and females achieving comparable results. This finding contrasts with some previous studies suggesting gender-based disparities in academic outcomes. Moreover, regression analysis highlighted the predictive relationship between EP and AP, indicating that higher EP scores are associated with better academic performance. This supports existing research emphasizing the crucial role of language proficiency in academic success. Importantly, these findings underscore the need for targeted educational interventions that consider gender-specific learning approaches to enhance English proficiency and subsequent academic achievements among students in KPK, Pakistan. In conclusion, this study contributes valuable insights into understanding the dynamics of English language learning and academic performance in a specific cultural and educational context. By addressing gender disparities and emphasizing the predictive value of language skills on academic outcomes, educators and policymakers can develop more effective strategies to support student learning and achievement in diverse educational settings.

Recommendations

Develop and implement educational interventions that cater to the specific learning needs and strengths of both male and female students. This may include differentiated instruction, targeted language support, and culturally relevant teaching methods to enhance English proficiency. Provide ongoing training and professional development opportunities for teachers to equip them with effective strategies for promoting English language learning and supporting academic achievement among Grade 12 students. Encourage collaborative learning environments where students can engage actively in language practice, discussions, and peer-to-peer teaching, which have been shown to enhance language proficiency and academic performance.

Limitations

The study's conclusions may not be as applicable to other populations since it relied too much on a sample of 300 Grade 12 students in KPK, Pakistan. Greater diversity and size of samples from other places might be advantageous for future study. The study's cross-sectional design makes it more difficult to prove a relationship between gender, academic success, and English competence. Studies with a longer time span may provide more reliable insights into how these characteristics change over time. The study's findings and recommendations should be interpreted with consideration for cultural nuances and educational practices specific to KPK, Pakistan, and may not be directly applicable to other cultural contexts without adaptation.

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