

**Perceptions of ESL Students About Online Collaborative Learning During Covid-19 In
Hazara Division, Khyber Pakhtunkhwa, Pakistan**

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ABSTRACT

With respect to Covid-19 pandemic and dilemma of an abrupt transition between physical setup and online setup, the following research study is focused on analyzing the perception of ESL students regarding Online Collaborative Learning (OCL), used as a learning tool to carry on academic practice when Covid-19 pandemic is ongoing in Hazara Division, Khyber Pakhtunkhwa, Pakistan. Moreover, the study aimed at exploring the elements of Online Collaborative Learning, which were viewed by ESL students as the most demanding, and then influenced their academic performance in terms of the targeted situation. In this regard, the needs of ESL students as far as online classes are concerned are identified, some relevant strategies given to meet the connected problems and an easy path to the students to realize the assigned missions and thus make a common goal to be attained by way of mutual efforts or collective work. The study was cross-sectional hence population based descriptive survey was employed; in addition, adapted questionnaire was performed using Google forms to gather the information and desired answers by sending them through emails. Further, the data collected was analyzed under SPSS to give valid results. Finally, with the help of the study results it has been found that most of the answers given by the students to the question about OCL is satisfying because they find it useful in building new thoughts and information related to a language through working together with others whereas bad internet connection, unawareness of using the resources adequately in the right manner, confusion given by ineffective peers and numerous others can be overcome by implementing the right solutions to virtual ESL environment at the right time.

Keywords: Covid-19, Online collaborative learning, OCL, E-learning, ESL, KPK

INTRODUCTION

When the Covid-19 pandemic appeared in December 2019, the whole world was disrupted mainly in its education industry. In Pakistan, and other countries around the world, schools, colleges, and other educational institutions were abruptly forced to switch to an online form of education so they could keep students learning amid lockdowns (Agarwal & Kaushik, 2020). This change revealed the great shortages of the conventional learning system and created difficulty in underdeveloped nations such as Pakistan, where the education mechanism was already unsatisfied due to shortage in the provision of education. Unexpected transitioning to online education marked a discontinuity in the learning experience, and this

issue was worsened due to insufficient preparedness and infrastructure (Bai et al., 2020). In contrast to the past pandemics such as Ebola, SARS, and MERS, the Covid-19 was a worldwide phenomenon that had a significant impact on the populations, health and financial systems, and education (Spreeuwenberg et al., 2018). The extensive educational impacts of this pandemic have not been ignored by the World Health Organization (WHO), namely, the abrupt transition to online education and instruction or teaching (Bai et al., 2020).

The effects of the Covid-19 pandemic on education have been far more expansive than previously seen in response to any other historical health crisis and have led to countries such as Pakistan to endure challenges such as a shortage of adequacy and provision of facilities. The abrupt shutdown of schools and universities placed a severe toll on scholastic advancement, particularly in the realm where a considerable portion of the populace has no access to the required technology to attend online classes (Kaban, 2021). In spite of these obstacles, learning institutions, attempted to alleviate the impact, by adopting virtual education and proposing substitutes to carry onwards the school year. Students and teachers, who were not properly trained in online learning, have tried to adjust to new educative techniques and online platforms, with whatever they found (Ozer, 2020).

Online learning introduced with the pandemic revealed the frailties and shortcomings of the education systems and in Pakistan, in particular, much of the population resides in the rural areas that do not have access to the internet (Agarwal & Kaushik, 2020). This rapid transition to on-line education especially in higher education where a good number of institutions were not well equipped to impart education remotely (Sangster et al., 2020). The future of education also became a topic of discussion as, after switching to remote conditions, many students struggled to adjust to them, and social isolation due to the inability to communicate with peers face-to-face contributed to the emergence of more psychological concerns, such as anxiety and depression (Ozer, 2020).

The necessity of English proficiency in a globalized world has been raised even higher with the onset of the pandemic because online education sources are largely communicating in English, and global communications are usually conducted in English as well (Jarvis et al., 2020). In Pakistan, where English is a second language, the necessity to improve the communication skills, especially among the ESL students, was traced in view of the online learning even more strongly. When students and educators were getting accustomed to the new digital tools, the need to understand English because it is necessary to get an online education and learn how to communicate in online classrooms effectively became an emphasis on the learning process during the pandemic (Li & Lalani, 2020).

Distance learning or learning via the internet, which used to be an optional thing, was the only possible solution during the Covid-19 outbreak. The switch to online services, such as Zoom, Google Classroom, and WhatsApp, was essential to keep the continuity of education going since the necessity to stop going to schools was no longer there (Li & Lalani, 2020). Nevertheless, such impediments on the effective learning, as the internet access, the shortage of equipment, and the insufficient teacher training, were existent. They were especially severe in rural districts, as students had access to an unreliable internet and scarce resources (Shadiev & Yang, 2020). However, the increased popularity of online learning brought out the promise of digital technology that can change education offering flexibility and accessibility that was not feasible by the use of traditional methods.

The significance of technology integration in education further emerged with the pandemic when students learn online so that they could proceed with their course without issues (Cesco et al., 2021). Nevertheless, along with the possible advantages, the transition towards online education evoked issues about its efficiency, especially among the students in the developing countries. All these were worsened by the fact that none of the teaching staff or students were properly trained on the effectiveness of the use of online sites to deliver the education and learning process (Aguilar, 2020). In the case of Pakistan, the Higher

Education Commission (HEC) made a proactive step towards assisting the institutions in switching to online education giving instructions and resources to guide both the educators and learners through the pandemic (Rieley, 2020).

The main objective of this study was to explore the perceptions of ESL students in the government colleges of Hazara Division, Khyber Pakhtunkhwa, who participated in Online Collaborative Learning (OCL) during the Covid-19 pandemic. Specifically, the study aims to identify the components of OCL that were most challenging for students in achieving academic success, and to investigate the most important needs of ESL students to effectively participate in the OCL environment during this period. The research also seeks to propose solutions to overcome the challenges faced by students and ensure smoother learning experiences in future online education settings. This study will contribute to improving the quality of ESL education in Pakistan, particularly in rural areas, by highlighting the key areas where online learning can be enhanced to better meet students' needs.

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

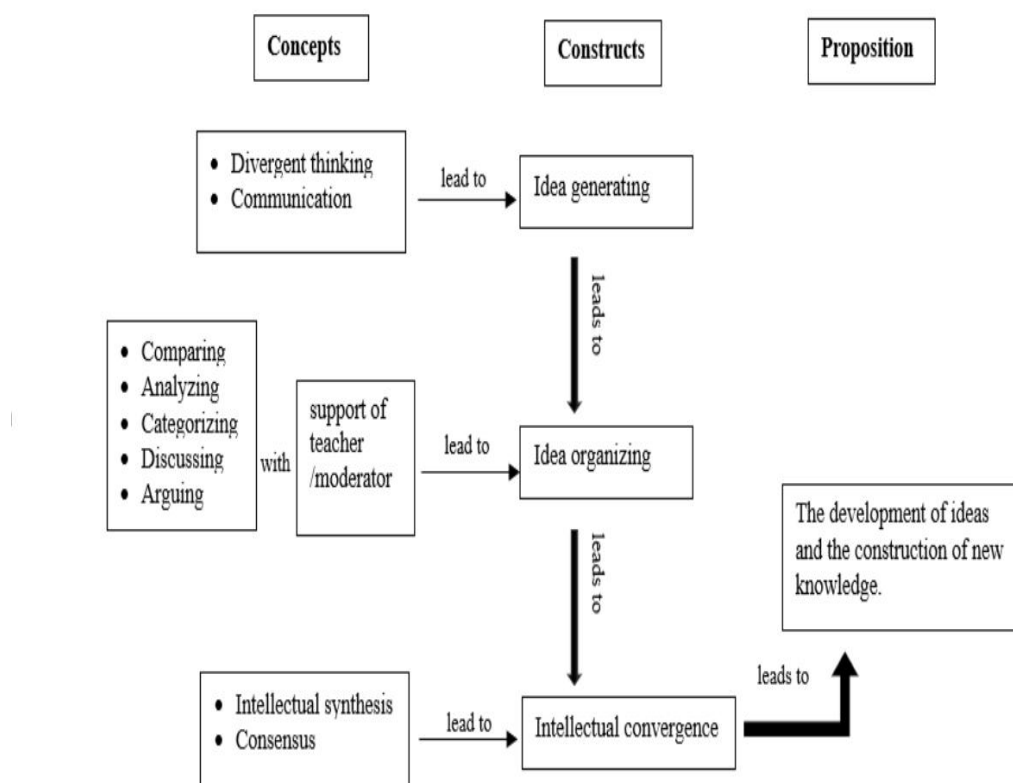
Online Collaborative Learning' theory

This study was adopted 'Online Collaborative Learning' theory as a most appropriate model to conduct the research as the whole scenario of the study is based on the use of OCL in ESL setting. The model, proposed by Linda Harasim in 2012, promotes collaborative learning by engaging learners in small groups working towards a common goal. Harasim (2017) defined OCL as "a new learning paradigm that promotes collaborative learning, knowledge development, and the use of the Internet to redefine education for the Knowledge Age." OCL is based on the notion that knowledge is created within a group, where members actively interact, share experiences, and take on various roles.

During the Covid-19 pandemic, OCL emerged as a vital tool for addressing learning continuity challenges, enabling students to collaborate remotely and achieve their academic goals despite disruptions. OCL, combining both face-to-face and online communication, proved especially beneficial in ESL settings, allowing students to engage with peers and instructors through online platforms (Baker & Sinkula, 1999). This platform provided a space for collaborative problem-solving and knowledge-building. OCL operates in three phases: the idea-generating phase, where diverse ideas are introduced; the idea-organizing phase, where these ideas are compared and analyzed; and the intellectual convergence phase, where ideas are synthesized into collaborative outputs, such as creative writing or essays (Harasim, 2017).

The benefits of OCL are well-documented. Hedge (2001) noted that collaborative learning encourages students to take responsibility not only for their own learning but also for the learning of their peers, fostering an environment where success leads to further success. López, Scribner, and Mahitivanichcha (2001) found that even students predicted to fail, like Mexican-American students, could succeed through effective collaborative learning strategies. Ibrahim et al. (2015) further demonstrated that active collaboration and empowerment through OCL enhance students' chances of success. Although challenges exist, OCL's ability to improve learning outcomes, foster self-discovery, and enhance employability skills makes it a valuable tool in ESL education (Reid, 1995; Oxford, 1990). The diagram of Online Collaborative Learning as proposed model for this study is as below:

Figure 1: Model of Online Collaborative Learning Theory



LITERATURE REVIEW

E-learning Adoption and Challenges during Covid-19

With the spread of the pandemic, schools and other educational establishments throughout the world experienced closure, and online environments superseded classroom learning. This abrupt switch brought about a lot of difficulties in particular to students and teachers who were not ready to undertake online education. Dhawan (2020) emphasized that the transition to e-learning resulted in considerable disturbances in the Pakistani educational field, as students are afraid of losing semesters and disrupting their learning processes. The sudden shift also had significant infrastructure-related issues, including that of poor internet connectivity, inadequate digital provision and unfamiliarity in digital platforms (Bordoloi et al., 2021).

E-learning was particularly problematic in developing countries such as India as it was affected by the differences in the societal financial levels. According to Bordoloi, Das, and Das (2021), the modern electronic learning and the inefficiency of resources excluded online learning. There should be cost effective technological products and suitable education policies in such regions to tackle these obstacles. Teachers were also forced to be relatively fast in learning new online strategies and tools understanding that they have to use existing technologies in order to address the needs of students successfully.

Online Platforms and Social Media as the Learning Tool

Social networks gave a new relevance to the use of social media as a major tool in communication and communication. Alhumaid et al., (2020) conducted the research on the application of social media as an

educational tool in Pakistan and found both students and instructors perceived the usefulness of social media in sustaining academic relationships. Moreover, learners have used such resources as YouTube as not only educational places but also as the places where they can advertise their talents demonstrating twofold functions of the social medium as the tool of learning and self-improvement.

Besides, Cesco et al., (2021) outlined the flexibility and the availability of the online learning option, stating that both pupils and educators were happy to have the option of attending online classes at the comfort of their homes that saved time and money on commuting. It is also through this mode of learning that students were able to access materials at their own convenience. Nevertheless, some research studies have documented the problem of non-interaction and engagement, especially in Online Collaborative Learning (OCL) which has a lot to do with student involvement (Muuro et al., 2014).

Technological and Pedagogical Barriers to Effective Learning

Pedagogical challenges related not only to technological barriers involved in the shift to e-learning. A lot of students encountered the terms of challenges connected with the adoption of new learning techniques. As an example, Hamat and Hassan (2019) found that students who had to study English as a second language found it hard to adapt to the online model due to lack of exposure to the technology as well as the language barrier that did not give them a chance to communicate well. On the same note, Muuro et al., (2014) established that mastering English was essential to the learning in online setting in an international environment but students in brick and mortar based classes tended to face difficulties in doing so; something which affected their online learning.

Instructors also had to struggle to use an online mode of teaching as well. This transition in the method of instruction imposed changes in the strategy since the pedagogical approach entered a new stage of efficiency, and the teachers had to get acquainted with the digital environment within a short period (Allam et al., 2020). Nonetheless, these challenges did not turn many educators down and many of them chose to see it as chance to adopt new and innovative practices in teaching that may enhance the learning process.

Collaboration in E-learning contexts

Online Collaborative Learning (OCL) came out as a critical segment of e-learning, particularly in the conditions of the pandemic. Collaborative learning will also increase the involvement of the students and make them want to work together at achieving similar goals, therefore developing teamwork and communicational skills (Rehman & Khan, 2021). The results of the study conducted by Van et al., (2020) demonstrate that students who were involved in online collaborative learning were engaged later to a greater extent since they were given the chance to communicate with other students and collaborate on certain issues. Nevertheless, this approach worked rather well because of the students being quite familiar with digital tools and quite willing to participate in online talks.

Nevertheless, in spite of the possible positive outcomes, some studies identified that technical problems, an ineffective internet connection and decent technical assistance rendered the full engagement of students in OCL challenging. It especially aroused problems in rural and remote locations, where high-quality internet and technology were scarce (Mustadi et al., 2021). The presence of these technical obstacles created a gap in the performance of OCL, and its bridging was not as easy as just having digital tools around.

Feedback and Motivation Role in E-learning

Good feedback is essential to any place of learning and in an online environment where people do not interact with each other, this is more important. As Pazilah, Hashim, and Yunus (2019) discovered, in the

case of constructive feedback given by instructors at the right moment, students would feel more engaged in the process of learning and would do better in their assignment work. Nevertheless, the lack of instant feedback and feedback in general in the online environment, as Ali (2020) states deprived students of the motivation and engagement. Also, less motivated students were characterized by difficulties in concentrating and completing the tasks resulting in low levels of academic achievement.

Motivation was an important aspect towards enhancement of e-learning. Reeve and Tseng (2011) asserted that the quality of interactivity and engagement of teaching materials had an impact on the motivation of students to take part in online learning experiences. The teachers were also given useful hints to apply creative teaching techniques including multimedia and video-conferencing to facilitate learning. But in a research study by Nambiar (2020), online education participants have shared that they are not satisfied with this form of learning because they felt that it was less effective and took additional effort to study course material.

RESEARCH METHODOLOGY

This study was quantitative and cross-sectional in nature; therefore population based descriptive survey was used to record the perceptions of ESL students about their experience of Online Collaborative Learning at a single point in time without influencing the variables, as there was variable to be effected in a study. An adapted questionnaire from Butt et al., (2021), Muuro et al., (2014) and Shehzad et al., (2020) was used, which is valid and reliable to collect the data from the targeted population in time. The questionnaire was used online via Google Forms and responses were thus collected through emails individually. Further, the questionnaire was based on 25 items using Five point Likert scale; including 24 close-ended statements covering perceptions and challenges of ESL students and one open-ended question, based on the needs of ESL students in online ESL setting made on the basis of prevalence study.

The sample of the given study was the undergraduate level students of English department of various government colleges Hazara Division (Khyber Pakhtunkhwa) including Govt. Post Graduate College Haripur, Govt. Post Graduate College for Women, Haripur, Govt. Girls Degree College K.T.S, Govt. Post Graduate College No. 1 Abbottabad and Govt. Post Graduate College, Mansehra. The study used random sampling, in which every member of the population would have the equal chance of selection regardless of a specific gender. In addition, they were requested to respond to the proposed online survey willingly and feedback sincerely to evade any misperception via emails.

DATA ANALYSIS

Table 1: Overall number of responses from both males and females

Gender	Frequency	Percent
Male	169	62.1
Female	103	37.9
Total	272	100.0

The table presents the overall number of responses from male and female participants, with 169 male students (62.1%) and 103 female students (37.9%) participating in the survey. This distribution highlights the higher representation of male students in the study, yet both genders contributed to the findings on ESL students' perceptions of Online Collaborative Learning.

Table 2: Based on Perceptions of ESL Students about OCL

Items	N	Min	Max	Mean	S.D.
All students are given equal responsibilities and chances to take part in group discussions covering ESL activities such as reading, writing, listening, and speaking.	272	1	5	3.57	1.163
Through interactions with teachers and peers, students can conquer their anxieties and enhance their learning in a collaborative environment.	272	1	5	3.46	1.069
Active involvement in OCL allows students to generate ideas through discussions with peers and build new knowledge related to language learning.	272	1	5	3.42	1.181
Teachers answer group questions promptly, making their responses accessible to everyone, while encouraging students to collaborate as a team.	272	1	5	3.56	1.092
Teachers provide clear guidance on collaborative tasks, such as group assignments, question-answer sessions, brainstorming activities, and puzzle-solving exercises.	272	1	5	3.77	1.081

Online Collaborative Learning (OCL), proved to be helpful to students in terms of peer interaction and group discussion since interaction was balanced. Teachers promoted online learning through the application of such tools as WhatsApp, which enabled students to use the self-paced learning style. Brainstorming, exchange of knowledge and prompt feedback could be achieved through group discussions. Although there is anxiety regarding internet access, OCL became a confidence booster, time management tool, as well as developing self-working properties and help in the development of collaboration with classmates and professors towards academic achievement.

Table 3: Based on components perceived as most challenging by ESL students

Items	N	Min	Max	Mean	S.D.
Engaging with peers and ensuring consistent learning are significant challenges in distance learning	272	1	5	3.59	1.103
Ambiguity in assigned tasks, caused by internet disruptions and distractions from disengaged peers	272	1	5	3.67	1.193
Limited peer feedback due to factors such as poor internet access, anxiety, and emotional fluctuations.	272	1	5	3.74	1.108
The lack of responsibility from certain students sometimes hampers the collective effort of the group.	272	1	5	3.79	1.050

The table shows that most ESL students faced difficulties in interpreting tasks due to internet issues and peer distractions, especially in rural areas with electricity and connectivity problems. Classroom disturbances from mood swings, anxiety, and prejudice further hindered learning. Conflicts arose during debates, while some students' irresponsibility negatively impacted group discussions and academic progress.

Table 4: Overall Descriptive Statistics of Students Perceptions about OCL

Overall Items	N	Minimum	Maximum	Mean	Std. Deviation
PAOCL 25	272	1.00	5.00	3.4064	.69074

The table shows that the descriptive statistics for students' perceptions of Online Collaborative Learning (OCL) during Covid-19 have an overall mean score of 3.4064 (SD=0.69074), indicating positive perceptions. Despite challenges like digital platform unfamiliarity and poor connectivity, both students and teachers took responsibility to ensure learning continuity, encouraging active participation, peer interactions, and group discussions to achieve academic goals.

Table 5: Descriptive Statistics Test's Result

Items	N	Min	Max	Mean	S.D.
All students are given equal responsibilities and chances to take part in group discussions covering ESL activities such as reading, writing, listening, and speaking.	272	1	5	3.34	1.243
Engaging with peers and ensuring consistent learning are significant challenges in distance learning	272	1	5	3.59	1.103
OCL is more controlled in the aspects of team-management, self-regulation and active learning in ESL classroom.	272	1	5	3.16	1.115
All the students are assigned an equal amount of work and chance to be a part of the group discussion according to the context of ESL such as reading, climbing the mountain, listening and speaking.	272	1	5	3.63	1.165
The instructors are competent enough to fulfill the needs of ESL classroom online.	272	1	5	3.25	1.232
Through teachers and peers, students find it easy to will solve the learning related problem through a virtual interface in general and in OCL in particular by being at home.	272	1	5	3.33	1.193
Ambiguity in assigned tasks, caused by internet disruptions and distractions from disengaged peers	272	1	5	3.67	1.193
By using OCL, students' academic performance can be made better during the pandemic situation.	272	1	5	3.15	1.246
Through interactions with teachers and peers, students can conquer their anxieties and enhance their learning in a collaborative environment.	272	1	5	3.57	1.163
OCL is an effective e-learning platform to push students towards a common goal together i.e. leaning English fluently.	272	1	5	3.29	1.134
Active involvement in OCL allows students to generate ideas through discussions with peers and build new knowledge related to language learning.	272	1	5	3.46	1.069
Online collaborative learning as a modern e-learning approach is enjoyable and effective for ESL undergraduates.	272	1	5	3.31	1.129
Teachers answer group questions promptly, making their responses accessible to everyone, while encouraging students to collaborate as a team.	272	1	5	3.42	1.181
Limited peer feedback due to factors such as poor internet access, anxiety, and emotional fluctuations.	272	1	5	3.74	1.108
Occasionally, both tasks and discussion lead to the conflict among group members and interrupt the learning environment.	272	1	5	3.38	1.197
Teachers answer group questions promptly, making their responses accessible to everyone, while encouraging students to collaborate as a team.	272	1	5	3.56	1.092

OCL was able to sustain ESL students retention (will power) in the Covid-19.	272	1	5	3.15	1.117
The teachers offer proper instructions on group work, which include group assignments, question-answer session, brainstorming and puzzle-solving.	272	1	5	3.77	1.081
ESL students are convinced that; they can easily realize their goal by working together as facilitated in OCL.	272	1	5	3.16	1.148
Online collaborative learning gives the students the confidence to learn grammar and attain vocabulary and also become fluent speakers of English language as against face to face learning using a physical environment.	272	1	5	3.16	1.249
Online cooperative learning practices, enhance academic performance and self-confident among ESL students.	272	1	5	3.30	1.075
The teachers provide explanatory information to the students in OCL, which supports learning and collaboration project.	272	1	5	3.33	1.134
OCL do help learners meet the learning outcomes of their ESL course syllabi.	272	1	5	3.26	1.076
The lack of responsibility from certain students sometimes hampers the collective effort of the group	272	1	5	3.79	1.050

The table shows more thorough descriptive statistics of all the items pertaining to the perceptions of ESL students towards Online Collaborative Learning (OCL) and the difficulties they encountered. The information indicates that the responses varied on issues like availability of interaction, clarity of tasks, and effectiveness of OCL in improving academic performance amongst others. All items have a mean score higher than 3 which implies that the general perception of OCL was mostly positive even in the case of challenges such as poor internet connection and unclear instruction of tasks. A shortage of peer feedback, internet issues, and the distraction of incompetent peers are among the most notable problems. The statistics demonstrate that there is a necessity in providing better technological assistance and clearer guidelines to make OCL more effective among ESL students. Also, the difference in the standard deviations indicates possible inconsistencies in the student experiences specifically the interaction with peers and handling tasks.

Table 6: Perceptions about OCL between Male and Female Participants

Male and Female Participants	Mean	N	Std. Deviation
Male	3.4107	169	.74897
Female	3.3993	103	.58620
Total	3.4064	272	.69074

The table compares the perceptions of male and female ESL students regarding Online Collaborative Learning (OCL) in terms of the COVID-19 pandemic. The means of the male students (3.4107) and female students (3.3993) are almost the same and it means that gender did not play an important role in estimating the overall perception of the students about OCL. Both the groups recorded positive attitudes to the OCL approach with an overall mean score of 3.4064 indicating that mostly both male and female students found the OCL environment useful in their learning process despite the multiple challenges.

DISCUSSION

This research study identifies the positive effects and the difficulties that the ESL learners faced when using Online Collaborative Learning (OCL) in the COVID-19 era. Although the positive perception of OCL took place among students, a number of challenges were identified, amongst them being poor internet connection, lack of clarity on the tasks, and meager peer feedback. This setback is reflected in the results of previous researchers, including Dhawan (2020) and Shadiev & Yang (2020), as they underscored the existence of technological constraints and online access as critical factors inhibiting the efficient delivery of online learning in such developing nations as Pakistan.

Besides these constraints, the research has still indicated that OCL was very vital in language tutelage of ESL students especially under peer influence and group discussions. This observation vindicates the observation by Li (2020) that collaborative learning enhances student participation and academic output. Moreover, the study also indicated that active engagement on OCL, students were able to develop new knowledge, thereby, confirming what Harasim (2017) argues that collaborative learning will enable knowledge development by engaging the group of people.

One of the main conclusions of this research was the relevance of statements concerning timely feedback and teacher contribution into keeping students engaged and motivated. This agrees with Pazilah, Hashim and Yunus (2019), who emphasized the importance of feedback in online learning. The absence of instant feedback was an issue to successful learning (Ali, 2020).

Lastly, the researcher found out that gender was not a major determinant in OCL perceptions since both males and female students shared the same sentiments towards the learning process. This agrees with Rehman and Khan (2021) who did not determine a difference between genders when it comes to online learning experiences. As useful as OCL has turned out, the technological and pedagogical obstacles remain to be dealt with in the future to enhance the efficacy of online learning.

CONCLUSION

The evaluated results of online questionnaire provide information that most ESL undergraduate students were satisfied with Online Collaborative Learning (OCL) in times of Covid-19 pandemic which helped them improve their language and academic performance to a great extent. OCL provided the cooperation, self-regulation and active learning operations, students could participate in group discussions and develop some new ideas connected with the studying of the English language. Nevertheless, it was found that several obstacles were present, including a weak internet connection, lack of resources awareness, and peer feedbacks insufficiencies that compromised study performance of students. The interpersonal conflicts between the members of the group and the irresponsibility of the certain students contributed to the overall learning experience as well.

Another request by students was better internet connection, especially in places inaccessible by good internet connections. One of the aspects they emphasized is the need of teacher training to be able to use online platforms better, learn to manage time and to be clearer in instructions. Nevertheless, despite such difficulties, the students showed appreciation of the online learning flexibility, which helped them communicate with colleagues and instructors, gain confidence, and develop language proficiency. This new form of e-learning though could not be embraced by some of the students easily, was useful as it allowed them to work together and develop their mental skills as well as attain their academic goals.

It has been discovered that OCL in ESL context could be a very potent means of learning and students would have access to enhance their vocabulary, grammar as well as pronunciation on regular basis by communicating online. Teachers were critical in this learning process as they helped in proposing

appropriate strategies and directions. Though the efficacy of OCL might be further increased with timely feedback, better resource use, and higher student and teacher training.

The study determined that the use of technology and ESL classes in the course of the pandemic permitted the students to master the skills of critical thinking, independence, and more learning interest. Although at the beginning of the course the OCL method seemed to be unknown to most of the students, it turned into a favored way of learning since the OCL method gave students the means and facilities to become active subjects of learning. Based on these results, future research on low-tech OCL practices is suggested to be brought into the education system as the future curriculums to explore student demands and promote the efficacy of educators in cases of ESL.

Recommendations

- Peer interaction and learning continuity are essential in online collaborative learning (OCL).
- Tasks should be clear, and students need reliable internet access for participation.
- Timely feedback should be provided during technical difficulties.
- Equal responsibility should be ensured for all students in group discussions, with mentors guiding balance.
- Teacher education should include training in educational technology and online language learning strategies.
- Special attention should be given to remote students, ensuring clear instructions and support.
- Teachers must be trained in using online platforms to maintain learning continuity.
- Clear, impartial tasks should be provided to avoid conflicts.

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