

**Role of Collaborative Learning for Developing Communication Skills
of MEd Students: A Narrative Inquiry**

**A Thesis Submitted to the Department of English Education
In Partial Fulfillment for the Master of Education in English**

**Submitted by
Kabita Kumari Thapa**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2022**

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Recommendation for Acceptance

This is to certify that **Ms. Kabita Kumari Thapa** has completed her M.Ed. thesis entitled '**Role of Collaborative Learning for Developing Communication Skill of M Ed students: A Narrative Inquiry**' under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2022/11/23

Prof. Bal Mukunda Bhandari (Ph.D.)

(Supervisor)

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu, Nepal

Recommendation for Evaluation

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

Tribhuvan University

.....

Chairperson

Dr. Bal Mukund Bhandari (Supervisor)

Professor

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Mr. Resham Acharya

Teaching Assistant

Department of English Education

Tribhuvan University, Kirtipur

.....

Member

Date: 2078/05/10

Evaluation and Approval

This thesis has been evaluated and approved by the following **Thesis Evaluation and Approval Committee**.

Signature

Dr. Gopal Prasad Pandey

Head and Reader

Department of English Education

Tribhuvan University

.....

Chairperson

Dr. Binod Luitel

Professor (English Education)

Research Centre for Educational Innovation
and Development Tribhuvan University

.....

Expert

Dr. Bal Mukunda Bhandari (Supervisor)

Professor

Department of English Education
Tribhuvan University, Kirtipur

.....

Member

Date: 2022/12/14

Dedication

*To My parents who brought me into this world and devoted their
entire life to make me what I am today.*

Declaration

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2022 /11/10

Kabita Kumari Thapa

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Kabita Kumari Thapa

Abstract

This research study entitled '**Role of Collaborative Learning For Developing Communication Skill of M.Ed. Students: A Narrative Inquiry**' aimed to explore the study of collaborative learning among the M. Ed. level students. Keeping the objectives into considerations, five M. Ed. level English students were selected as the sample by using a purposive non- random sampling strategy. Data for this study were collected by conducting semi-structured interviews with the selected participants/ students. I have visited and revisited the study area to collect and validate the data. After the collection of the data they were categorized into eight themes and analyzed descriptively. From the study it was found that collaborative learning has a positive role for developing communication skills of M.Ed. students. It was also found that collaborative learning is beneficial for the learners to develop various language skills, social skills and personal skills. Furthermore, it was also found that collaborative learning engaged the students in meaningful interaction for sustaining their communication skill from regular feedback of their group members to their performance and it was also found that learners had a positive attitude towards collaboration.

The present study consists of five main chapters. Chapter one is an introductory chapter. It includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Chapter two deals with reviews of the related theoretical literature, review of the related empirical literature, implications of the review and conceptual framework in relations to the role of collaborative learning for developing communication skill of M.Ed. learners and collaborative learning culture among the M.Ed. learners and collaborative learning culture among the M.Ed. learners. Chapter three includes design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, ethical consideration. Chapter four presents the analysis of the data and interpretations of the result. Finally, chapter five includes the findings, conclusion and recommendations of the study. The study ended with my reflection which included my experiences regarding writing a thesis.

Table of Contents

<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Symbols and Abbreviations</i>	<i>xi</i>
Chapter 1: Introduction	1-5
Background of the Study	1
Statement of the Problem	3
Objective of the Study	4
Research Questions	4
Significance of the Study	4
Delimitations of the Study	5
Operational Definitions of the Key Terms	5
Chapter 2: Review of Related Literature and Conceptual Framework	6-23
Review of Related Theoretical Literature	6
Defining Collaborative Learning	6
Collaborative Learning in Teaching English	7
Types of Collaborative Learning	8
Formal collaborative learning	8
Informal collaborative learning	8
Base group collaborative learning	9
Elements of collaborative language learning	9
Process/ procedures of collaborative learning practices	11
Mutual understanding	11
Group formation	11
Task Division	12
Time Management	12
Student Interaction	12

Critical Thinking	12
Teacher's Roles in a Collaborative Classroom	12
Facilitator or Facilitating	13
Modeling	13
Coaching	13
Student's Role in a Collaborative Classroom	14
Communication Skills	15
Components of Communication	16
Accuracy	16
Fluency	16
Pronunciation and Intonation	17
Collaborative Learning in Communication	17
Collaborative Learning and Second Language Acquisition	18
Review of Previous Studies	19
Implications of the Review for the Study	21
Conceptual Framework	23
Chapter 3: MethodsProcedures of the study	24-27
Design of the Study	24
Population, Sample and Sampling Strategy	25
Sources of Data	25
Research Tools	25
Data Collection Procedures	26
Data Analysis and Interpretation Procedures	26
Analysis and Interpretation of the Result	26
Ethical Considerations	26
Chapter 4: Result and Discussion	28-51
Analysis of Data and Interpretations of the Result	28
Students Experiences on English Language Learning	28
Students' Understanding on Collaborative Learning	33
Students' Understanding on Communication Skill	35
Students' Perceptions on Role of Collaborative Learning for Developing Communication Skill of M.Ed. Learners	37
Students Communication Skill Development through the Process of Collaborative Learning	40

Supports of School expert's administrative parts, Head of Depart, and other teachers to maintain collaborative learning Environment inside or outside the classroom	43
Relationship between Collaborative Learning and Communication Skill	47
Learners' Involvement in Collaborative Learning by making Virtual group	49
Chapter 5: Findings, Conclusion and Recommendations	52-61
Findings	52
Conclusions	58
Recommendations	59
Policy Related	60
Practice Related	60
Further Research Related	61
References	
Appendices	

ABBREVIATION

CL	:	Collaborative Learning
CS	:	Communication Skills
CUP	:	Cambridge University Press
EFL	:	English as a Foreign Language
ICT	:	Information Communication Technology
N Q	:	Narrative Inquiry
NELTA	:	Nepal English Language Teachers Association
Prof.	:	Professor
Regd.	:	Registration Number
T.U	:	Tribhuvan University
Vol.	:	Volume

Chapter 1

Introduction

The research based on "Role of Collaborative Learning for Developing Communication Skills of M.Ed. Students: A Narrative Inquiry." The first chapter of this study presents the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms

Background of the Study

Learning is the process of acquiring new understanding, knowledge, behavior, skills, values, attitude, and preferences. It is an active as well as creative process that starts from birth and continues throughout life. In other words, learning is a way of acquiring new knowledge, skills or modifying behaviors and attitudes. It is not compulsory, it is contextual. It may also be viewed as process, rather than collection of factual and procedural knowledge. Regarding this Gagne (1985) believes, "Learning is a change in human disposition or capabilities that persists over a period of time and is not simply a process of growth." Similarly, in the words of Knowles (2012), "Learning is the process of gaining knowledge and expertise". So, in this regard it can be said that learning is positive as well as progressive process of changing human behavior.

In the process of learning, learners use various strategies or activities as students co-operate, collaborate, share ideas with each other and reflect. Among these various techniques collaborative learning is one of the effective ways of learning. Collaborative learning is considered as one of the successful learning strategies in which small groups of students work together on common issues or problems. Collaborative learning define variously by various scholars according to Olsen and Kagan (1992 as cited in Richards and Rodgers 2016, p.192), "Collaborative learning is group learning activities organized so that learning is dependent on the social structured exchange of information between learners in a group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of the others". Similarly, Richards and Rodgers (2016,p.192) define Collaborative Learning as an approach to teaching that makes maximum use of

Collaborative activities involving pairs and small groups of learners in the Classroom. Moreover, Slaving (1980, 2002 as cited in Yosuf, Juson and Yusuf adds Collaborative learning as a method where students work in small groups and are given rewards and recognition based on their group performance. CL is a tool of some methods which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. In this way it can be said that unlike autonomous learning cooperative learning makes use of coordinated effort among students and helps students to learn not only from teachers but from each other. Moreover, Chickering and Gamson (1987) say, “Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is cooperative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding. Thus, learning is more like a team effort than a solo race”.

On the other hand, English Language teaching (ELT) is the field where different methods, techniques, tools have been in use since it began to make learners learn the English language in an effective way. At first there will be a trend of teaching through a teacher centered method which gives importance to rote learning. Those techniques and methods did not meet learners' needs and interests. So, scholars began to search alternative techniques which gave birth to Student centered techniques, like cooperative learning and Collaborative learning. Richards and Rodgers (2016, p.192) say, “Minority students might fall behind higher achieving students in this kind of learning environment”. Therefore, to overcome these problems Collaborative Language Learning came into existence in the field of English Language Teaching (ELT).

Speaking is one of the basic components of foreign language teaching and learning in addition to listening, reading and writing since it provides learners with the opportunity to hold successful conversation as well as manage interaction. It is also one of the important skills of Second language teaching and learning. It is also sharing ideas, feeling, knowledge, interest, attitude and opinions which each there's. In general, speaking Skill is the ability to build and share meaning through the use of verbal and nonverbal symbols in a variety of contexts. In the light of discussion, it can be said that speaking is a skill of comprehension, pronunciation and being fluent and

accurate use of grammar and vocabulary. It has been extensively defined by many scholars in the literature from different perspectives.

According to Brown (2004), communication is the person's product of creative construction of linguistic string (as cited in Zohra, 2013) Similarly, Pakula(2019) says, speaking is an important skill in language learning, but it is not easy to learn or to teach . Moreover, Thorunbury (2005 as cited in Zohra, 2013) defined speaking as a natural integral part of the person's daily life. Thus, for the successful teaching and learning speaking skill it must be needed to follow the Collaborative learning approach.

Statement of the problem

Development of communication skills is the basic goal of language teaching but it is not an easy task. Accuracy with fluency in speaking is the very crucial part of being a good speaker. However, it is unavoidable that even higher level students have a lack of communicative competence in English language. Though students have good command over writing, they are less able to speak even basic clauses and sentences properly. It may be because of less opportunities of Interaction in English, hesitation, ignorance of speaking aspects and mother tongue interference. Since having good command over speaking is mandatory. So, it is really important for students to have good speaking skills. Regarding this the research carried out by Imene (2015) and Ahmed and Bedri (2017) have shown that Collaborative learning is one of the best strategies for developing speaking competency but in our context due to the lack of Collaborative learning culture students do not get the ample opportunity of Interaction as a result they are getting weak in speaking aspect day by day. It may be also because of the lack of importance given to it. Basically, Collaborative learning is designed to foster collaborations rather than competition to develop critical thinking skills and speaking competence through socially structured interaction activities. Based on my personal experience, as a semester Student I have done Collaborative work with my colleagues in presenting seminar papers and that really helps me to develop my speaking ability. So, present study entitled role of collaborative learning for developing speaking skills of M.Ed. students aim to explore the collaborative learning culture among students and the role of collaborative learning for enhancing communication skills.

Objectives of the study

The main objectives of this study are as follows:

To explore the role of collaborative learning for developing communication skills of M. Ed. students.

To explore the practices of collaborative learning among M.Ed. Students.

To suggest some pedagogical implications.

Research questions

This study was directed to answer the following questions:

What is the Student's experience regarding collaborative learning ?

What role does collaborative learning play to enhance communication skills?

How often are students involved in Collaborative activity?

How can communication skills be better fostered through collaborative learning ?

Significance of the Study

This research aims to focus on the role of collaborative learning for developing communication skills of M.Ed. use. This study will be significant for the prospective researcher, experts, curriculum designers, teachers' who tend to implement heterogeneous group teaching, language trainers and students who are going to pursue their career in the teaching sector.

Collaborative learning is the student centered approach therefore this approach will be supposed to be beneficial for both teachers and the students by providing them an opportunity to take advantage of each other's expertise and strength. It will also be useful to the researchers who are interested to conduct for the research on this title. More importantly, this will be helpful to the students who feel hesitation work in group. Thus, it will be significant to stakeholder and write holders and those teachers, students who are directly or indirectly involved in the field of ELT.

Delimitations of the Study

This study has the following delimitations:

-) This study was limited to English language students " Role of Collaborative Learning for Developing Communication Skill of M.Ed. Students "
-) The samples of the study were Five M.Ed. level English language students from the same university who were writing their thesis.
-) The data were collected within 15 days. The data collected through semi-structured Interview guideline questions.
-) The sampling procedure of the study will be a convenient non random sampling procedure.
-) The collected data was analyzed thematically.

Operational Definitions of the Key Terms

Collaborative learning. Collaborative learning is an educational approach in which two or more people learn or attempt to learn something together. Unlike individual learning it involves groups of students working together to solve a problem, complete a task, or create a product. More specifically, it is a teaching method that believes knowledge is constructed through interaction with others.

Communication skills. The ability to speak accurately and fluently in the English Language.

Narrative inquiry. Narrative inquiry is a form of qualitative research design, which uses stories, life experiences of people as a form of data. These individuals tell the stories of their life and researchers reflect individual experience as they see it for deeper understanding.

Role. The function assumed in a particular situation.

Chapter 2

Review of Related Literature and Conceptual Framework

This chapter provides a comprehensive review of literature related to the present study. Throughout this section, the study consists of theoretical literature, review of empirical literature, implications of the review for the Study and Conceptual framework for the study.

Review of Related Theoretical Literature

Review Of related theoretical literature is the fundamental stage of any kind of research and it provides an insight to the researcher related to the research topic. The books, articles, thesis and research works that are related to this study have been reviewed in this section as follows.

Defining Collaborative Learning

Collaborative learning is one of the most effective methods in the process of learning and it has gained its popularity in the field of education. Collaborative learning (CL) is a personal philosophy, not just a classroom technique. In all situations where people come together in groups. It has been defined variously by various scholars. According to Zohra (2013,p.35) Collaborative learning is considered as the instructional method, through which students assist each other and complete each other's comprehension concerning a given task. Likewise, "Collaborative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In collaborative classroom, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in the gaps in each other's understanding (1999, p.5) believes that, 'collaborative learning' is a situation in which particular forms of Interaction among people are expected to occur, which would trigger learning mechanisms, but there is no guarantee that the expected interactions will actually occur. Regarding collaborative learning Rochelle and Teasley say, Collaborative more specifically as" ... mutual engagement of participants in a coordinated effort to solve problems together," (as cited in Dillenbourg, Baker, Blaye and O' Mallet, 1996,p.3). Collaborative learning is an effective teaching approach for second language learning.

Regarding the effectiveness of Collaborative learning (Johnson, Johnson, and Holubec, 1994:2) state following points:

-) Collaborative learning raises the achievement of all students, including those who are gifted or a academically handicapped
-) Collaborative learning helps teachers to build a positive relationship among students. Collaborative learning gives students the experiences they need for healthy social, psychological, and cognitive development
-) Collaborative learning replaces the competitive organizational structure of most classroom and schools with a team based, high performance organizational structure (as cited in Richards and Rodgers, 2016,p.192)

Likewise Brown (1994 as cited in Yassin and Razak, 2918) defines, "Collaborative learning as a method in heterogeneous students work together on materials presented by the teacher in order to achieve a specific task."

Similarly, Roschelle and Teasley (1995, p.70) define, Collaborative learning as ".....a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem" (as cited in Dillenbourg, 1999, p. 12).

So, collaborative learning is a group learning activity prepared in such a way, which makes learning more dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/her own learning and the learner is motivated to enhance other peers' learning.

Collaborative Learning in Teaching English

Collaborative learning can be used to teach any subject, not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use collaborative learning strategies. It is well known that practice makes perfect; which refers to the expertise people gain when they repeat something many times. So, practice is an important component for learning and it is necessary for anyone to become an expert in skill. Collaborative learning can be applied to all areas of L2

learning; it is usable in grammar, oral skills as well as in listening comprehension exercises.

Regarding the usefulness of collaborative learning in teaching English, Yu (1995 and Kagan, 1995 as cited in Liang, T., 2002) claimed that, Collaborative learning was an easy and perfect teaching model for EFL teachers and it could effectively accomplish communicative objectives. It means in recent years, collaborative learning has been applied to foreign language teaching in the classroom. Collaborative learning and English as a second language or foreign language in the classroom is a good integration. Similarly (Kristiawan, 2013,p.87) says, Collaborative learning is implemented in the English class because there is an objective to create a situation where individual success is determined or influenced by the success of the group.

Types of Collaborative Learning

There are three types of collaborative learning groups as stated by Johnson, Johnson and Smith (1998 as cited in Yassin and Razak, 2018, p. 645). These three types are as follows:

Formal collaborative learning. Formal Collaborative learning extends from one period to several weeks in order to achieve shared goals and complete a specific task or assignment. The teacher can use this to teach any subject or course after setting the goals for the students and explaining the principles of Collaborative learning in order to make the Collaborative learning method fruitful. (Yassin and Razak, 2018, p.645)

In formal Collaborative learning, the groups are formed from 3 to 5 Students and they should be heterogeneous and the students can start studying according to the collaborative learning strategy assigned to them by the teacher who shall be there to supervise them (Almuslimi, 2016 as cited in Yassin and Razak, 2018, p.645).

Informal collaborative learning. Informal Collaborative learning lasts from a few minutes to a class. Teachers use these types to enhance direct instruction such as presentation, discussion and summarizing. The teacher can ask the students to discuss a question the teacher gives them or to summarize the main points of the lesson. So, it is temporary and does not last for an extended period.

Basegroupcollaborative learning. This type of collaborative learning might last for one year or more. The participants should show a kind of commitment and they should provide support and encouragement to the other students. This type is also helpful when the learner wants to master a course and complete it successfully. In this regard Almuslimi (2016, as cited in Yassin and Razak, 2018,p.645) argued that a base group is helpful for socially isolated learners' who are chosen carefully and then divided into groups and this type of Collaborative learning is mainly used to improve social skills among the students.

Elementsofcollaborative languagelearning. Collaborative learning is an outcome of joint effect of different ingredients to orient learning for success of shared goal and also it is a method of prompting learning through students' collaboration rather than competition. It is a method of effectively using Student's group in a classroom. It is only under certain conditions that collaborative efforts may be expected to be more productive than competitive and individualistic efforts. These elements are to be organized and structured in a way to determine the learning activities towards me social interaction and interdependence. Elements of collaborative learning is also known as the principle of collaborative language learning. Olsen and Kagan (1992 as cited in Richards and Rodgers, 2016, p.196) propose the following Key elements of Collaborative learning.

Positiveinterdependence. Positive interdependenceis the most essential characteristic and heart of collaborative learning. It assumes students must believe that they "sink or swim together". It is a sense of working together for a common goal and caring about each other' learning when students work in collaborative team with essences of 'all work for one and one works for all' which ensures the students learn valuable interpersonal skills that are socially, academically and vocationally beneficial to them. Within collaborative learning situations, students have two responsibilities :1) learn the assigned 'materials, and 2) ensure that all members of the group learn the assigned materials. The technical term for that dual responsibility is 'positive interdependence'. Promotes a situation in which is Students: 1) see that their work benefits group mates and their group mates' work benefits them, and 2) work together in small groups to maximize the learning of all members by sharing their resources to provide mutual support and encouragement and to celebrate their joint success.

When positive Interdependence is clearly understood, it establishes that:

Each group member's effort is required and indispensable for group success as an indispensable for group success. i.e., there can be no "free riders".

Each group member has a unique contribution of each group member to make the joint effort because of his or her resources and/ or role and task responsibilities (Singh and Agrawal, 2011, p. 4).

Thus, students work in collaborative teams with the essence of 'we sink or swim together' to promote team building activities and other tasks that deal explicitly with the development of social skills needed for effective framework.

Groupformation. Group formation is an important factor in creating positive Interdependence. The factors involved in setting up group include:

Deciding on the size of the group: This will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is from two to four.

Assigning students to groups: Groups can be teacher selected, random or Student selected although teacher selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.

Individual accountability. Individual accountability refers to all students being actively involved and responsible for their own learning. It assumes the essence of 'We each do our fair share of the group's work.' In collaborative learning classrooms each learner is personally responsible for his or her own learning process and its outcome. Each team member feels in charge of their own and their teammates' learning and makes an active contribution to the group. Richards and Rodgers (2016, p. 197), "Individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with a whole class, with group members, or with another group.' Hence, each individual student's performance is assessed and the result is assigned back to the individual group to make each member a stronger individual in his or her right. Individual accountability is a necessary requirement for collaborative learning to occur emphasizing learning as a core process of collaborative group tasks. Thus, each member of the team is regarded as important and is accountable for contributing his or her share of classroom tasks.

Social skills. Collaborative learning should aim to develop small group skills and social skills of each individual. Students should be taught the social skills for high quality collaboration and be motivated to use them. It is essential for students to have sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict skills so that they can collaborate effectively. In this regard, Richards and Rodgers (2016, p.197) say, Social skills determine the way Students interact with each other as teammates. Usually some explicit instruction in social skill is needed to ensure successful interaction

Structuring and structures. Structuring and Structures refer to ways of organizing student's interaction and different ways students are to interact such as three steps interview or Round Robin

Process/ Procedures of Collaborative Learning Practices

Collaborative learning is not a hazard rather it is a systematic planned and organized activities of the students. Students go through several processes. According to Johnson and Johnson (2010 as cited in Giri.,2019) have stated the following processes;

Mutual understanding. Collaborative learning environment engages in building and maintaining mutually shared cognition, leading to perceived performance. Interpersonal and socio-cognitive processes have to be taken into account to understand the formation of mutually shared cognition, resulting in higher perceived team performance. In collaborative learning students do not hesitate to put their ideas or thoughts there. There is no sense of fear.

Group formation. Group formation is a complex and important step to design effective collaborative learning activities. Through the adequate selection of individuals to a group it is possible to create environments that help the occurrence of meaningful interactions, and intellectual growth. In adequate formation of group can motivate students and higher the learning process. Thus, formation of a group is one of the important steps in cooperative learning.

Task division. Students get different tasks according to the nature of the students. The teachers' can also give different tasks to the students and put their arguments in

certain tasks. According to the nature of the group the teacher provides the tasks. If there is no teacher the students can also select the different tasks and they can argue.

Timemanagement. In collaborative learning practice time management is another major step. Time is not enough for teaching and learning, in certain time the students are requested to complete their tasks. In cooperative learning students get the topic or problem and they put their arguments respectively. Teacher has given the time according to the nature of the problem.

Sharing. In collaborative learning students share their ideas, emotions, messages, and thoughts and do on. Students share the ideas about the problem in their own group and other friends add something on this problem or issue. Due to collaborative learning students get the chance to familiarize themselves with the sociocultural aspects of the learners.

Student-studentinteraction. Students get the chance to interact with each other. In collaborative learning everyone gets a chance to put their own view or thought in issue or problem. With the help of interaction their learning becomes long. Students are divided into groups and they interact with each other and they build up their confidence in a given topic or problem.

Criticalthinking. Different studies of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking .It is believed that collaborative teams at higher levels retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers.

Teacher'sRolesinaCollaborativeClassroom

The role of the teacher in collaborative language learning differs considerably from the role of the teacher in traditional teacher directed teaching. The teacher's role changes from a deliverer of information to a facilitator of learning. The teacher has to create highly structured and well organized environments for classroom instruction.

In this regard Calderon (1990) says, "The role of teachers using CL method shifts from transmitters of knowledge to mediators of learning"(as cited in Altamimi and Attamimi, 2014, p.30).This role involves Facilitating, modeling, and coaching.

Facilitator or Facilitating. Facilitator involves creating rich environments and activities for linking new information to prior knowledge, providing opportunities for cooperative work and problem solving, and offering students a multiplicity of authentic learning tasks. This may first involve attention to the physical environment. For example, teachers move desks so that all students can see each other, thus establishing a setting that promotes true discussion. Teachers may also wish to move their desks from the front of the room to a less prominent space. Finally, teachers collaborate by creating learning tasks that encourage diversity, but which aim at high standards of performance for all students. These tasks involve students in high level thought processes such as decision making and problem solving that are best accomplished in cooperation. These tasks enable students to make connections to real-world objects, events, and situations in their own and an expanded world, and tap their diverse perspectives and experiences. Learning tasks foster students' confidence and at the same time, are appropriately challenging. Benjarani (1987, p.485 as cited in Bayat, 2094).

Modeling. One's thinking and demonstrating or explaining something. However, in modeling has been emphasized by many local and state guidelines as sharing collaborative classrooms, modeling serves to share with students not only what one is thinking about the content to be learned, but also, the process of communication and cooperative learning. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing Students how to do something in a step by step fashion). In terms of content, teachers might verbalize the thinking processes they use to make a prediction about a scientific experiment, to summarize ideas in a passage, to figure out the meaning of an unfamiliar word, to represent and solve a problem, and to organize complicated information.

Coaching. Coaching involves giving hints or cues, providing feedback redirecting students' efforts, and helping them use a strategy. A major principle of coaching is to provide the right amount of help when students need neither too much nor too little so that students retain as much responsibility as possible for their own learning.

Students' Roles in a Collaborative Classroom

In Collaborative learning the essential role of the students is as a group member who must work with other group members to make certain that everyone in a group has mastered the content being taught. In collaborative language learning, students play a major role.

In this regard Richards and Rodgers (2002 as cited in Soraya, 2010, p.45) report that within CL work, "each group member has a specific role to play in a group, such as the noise monitor, who checks and tests the information regularly, the turn-taker monitor, who gives the chance to express other views in a group, the recorder, who is responsible for writing down group thoughts and answers, and summarizer, who makes a short description of the main ideas that are necessary.

Similarly, the role of the learners in collaborative learning according to Almuslimi (2016 as cited in Yassin, Razak, and Massum, 2018, p.648) presents:

Facilitator: he is the responsible for keeping the students on task

Recorder: he is the student who writes the decision of the group and their answers.

Summarizer : he is the student who is responsible for summarizing the answers of the students.

Reporter: he is the student who provides the ideas of the group to the other group.

Time -keeper: he is the student who is responsible for keeping the time of the task.

Questioner : He is the student who asks questions.

Prayer: he is the student who is responsible for encouraging the students by using praising words.

Regarding the learners' role in Collaborative learning Richards and Rodgers (2001 as cited in Maldonado, Roza Banoy, Suarez Quinche, 2011) state that, learners are aware and responsible for planning, monitoring, and evaluating their own learning having in mind that learning is a process that requires Students direct and active integration of groups works and participation in the activities. On the other hand, pair grouping is the most typical collaborative learning format, ensuring the maximum amount of time that both learners spend engaged on learning tasks. For example pair

tasks in which learners alternate roles, involving partners in the role of tutors, recorder, and information shares.

Therefore, some roles of students when they work in groups are to discuss the materials to be learned with their classmates, helping and giving a hand to each other to obtain a better understanding of the topic proposed, and encouraging their partner to work hard to finally get a common goal. Moreover, through collaborative learning activities, students become directors, and tutors of others, contributing there to make students feel more comfortable because the lessons are coming from their peers.

Communication Skills

Speaking is a productive skill like writing but communication occurs in an oral mode. It takes place in different situations where we are conveying the message verbally and nonverbally. In other words, speaking is an activity when people use their voice to deliver their opinions, suggestions, information, even criticism. According to Sharma (2018, p.98), speaking is one of the most important skills of language which is used to express the ideas and to communicate with each other in the civilized world.

Similarly, Fulcher (2003) and Morozova, (2013 cited in Jepkosgei, 2018) say, communication is a verbal use of language as a medium through which human beings communicate. It is an important skill which people need for their day to day communication. It is also one of the four related skills in English which are listening, speaking, reading and writing. English speaking skill should therefore be developed alongside these skills so that these integrated skills enhance communication competence of the learners. Similarly, Brown (2004 cited in Zohra, 2013) believes, Speaking is the person's product of creative construction of linguistic strings .In other words, for him Speaking is a productive skill in which the speaker makes choices of lexicon, structure and discourse that are observed and interpreted by the listener. Moreover, Thorunbury (2005) cited in Zohra, 2013) says, speaking as a natural integral part of the person's daily life. In other words, it is an activity which is carried out by both ordinary and specialized people to do their basic functions according to their specific needs. Attempting to illustrate the process of speaking fluently in foreign language, Thorunbury claims that speaking is a complex Skill that involves in addition to the knowledge of vocabulary, grammar, and pronunciation a command of skill and another type of knowledge.

Thus, speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of the assessment as well.

Componentsofcommunication

Communication is an interactive process of constricting meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants and the purpose of speaking.

Regarding the components of speaking, Brown (2007 as cited in Jepkosgei, 2018, p.24) states that oral communication can be maintained by having three components which include; accuracy, fluency, pronunciation and intonation.

Accuracy. This is the mastery of phonological elements, grammar and discourse. It is also the linguistic competence that deals with the correction of utterances to get the correct communication. Thornbury (2005 as cited in Jepkosgei, 2018, p.25) says, speaking English accurately means doing without or with few errors in both grammar and pronunciation.

Fluency. Fluency refers to one's ability to speak smoothly and easily. It is the matter of how someone speaks the language without any trouble like thinking the word confusing the ideas.

According to Richards (2006 as cited in Jepkosgei, 2018, p.25) Fluency is the ability to speak eloquently without pausing with no hesitation. It also refers to some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation. Similarly, fluency is perhaps seen as a dynamic notion comprising the underlying cognitive mechanisms and the social environment (Segalowitz, 2016 as cited in Pakula, 2019, p.98). Learners often fail to speak fluently due to lack of confidence and having anxiety about making errors. Grammatical competence can help learners perceive the structures of English language correctly which eventually leads to their fluency Trent, 2009 & Latha, 2012 as cited in Jepkosgei, 2018, p.25).

Pronunciationandintonation. It is the production and perception of the significant sounds of a particular language in order to achieve meaning in the context of language use. Carter & Nunan, 2004 cited in Jepkosgei, 2018 say, that pronunciation is the

production and Perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation. Listeners only understand what a speaker says when there is a proper pronunciation and this makes communication easy. Pronunciation is therefore important in both academic and social interaction in the way students are able to participate and interact in their community. There is a relationship between pronunciation and intonation in English language speaking. Learners need to know the stress, intonation and pitch of the structures they are using in their English language speaking. According to Mahripah (2014 as cited in Jepkosgei, 2018), pronunciation of English words are not similar to their spellings. Words with similar spellings are sometimes pronounced differently because of their surrounding contexts like tenses and phones that come after them.

Pronunciation includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected in broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Pronunciation includes both supra -segmental and segmental features and they all work in communication when we speak therefore, they are usually best learned as an integral part of the spoken language (Gilakjani, 2012, p.120).

Collaborative Learning in Communication

Collaborative learning can be used to teach any imaginable subject, not just the English language. This strategy requires learners to participate and share their knowledge with other classmates. Once they start learning in groups, they will unobtrusively be engaged in oral practice. In contrast, when it comes to English, it is actually important to use Collaborative learning strategy. In the English language the demand for speaking mastery is inevitable due to globalization. It is believed as one of the most significant abilities to be improved in language Students. However, learners of English language often express difficulty in speaking because of the lack of the ability to use the language appropriately in social interaction (Malmir and Shoorcheb, 2012 as cited in License and San Jose, 2016, p. 67). Through Collaborative learning methods, speaking activities can be highly motivated and Students can be willing to open their mouths instead of being afraid of making mistakes in front of the whole class. If teachers have set up the activity properly, and can give useful feedback, Students will get tremendous satisfaction from it (Meng,

2010). Collaborative learning offers a proven and practical means of creating exciting social and engaging classroom environments to help students to master traditional skills and knowledge as well as develop the creative and interactive skills in today's society (Lucina and San Jose, 2016). Moreover, collaborative learning activities designed to sustain and develop positive attitudes towards students with different levels of learning and cultural backgrounds. Learners learn to regard their classmates as a valuable source of support and encouragement in their efforts to become successful socially, linguistically, and in their academic career (Madrid, 1993 as cited in Ahmed, and Bedri, 2017, p.34). That means in collaborative learning, students have the advantage of managing their own learning in a way in which they are interested.

Thus, the use of collaborative learning allows many opportunities for the English learners to practice the language in a very comprehensive way.

Collaborative Learning and Second Language Acquisition

A fairly extensive number of researches have been presented in investigating the role of collaborative learning strategy on second language acquisition and Students' perceptions of their own language experiences. The use of collaborative learning allows many opportunities for the English learners to practice the language which leads to more promotion in acquisition, a way that helps them to become more confident in using and producing English when working in groups. In this regard, Fathman and Kessler (1993 as cited in Liang, Mohan & Early, 1998, p.140), believe that collaborative learning can maximize second language acquisition through providing opportunities for both language input and output. They continue to add that many researchers have compared teacher- led discussions to ensure the amount and variety of student talk in both contexts. Their results reveal that when students work in pairs they produce a significantly greater amount and variety of student talk than if we compare it with when the teacher- led discussions. They do not only talk more but also produce a wider range of language functions (e.g., rhetorical, pedagogical, and interpersonal).

Similarly, Basta (2011, p.129) states that, the popularity of (CL) has had a positive impact on almost all aspects of language acquisition and language learning, linguistics, methodologist, and pedagogies have started carrying out further examinations of CL and its three variables. This means that collaborative learning

fosters both language acquisition and language learning because every Student learns and speaks with students almost at the same level and age. As well, Krashen (1985; Kagan 1995, as cited in Basta, 2011, p.129) points out three vital variables of collaborative learning as:

Review of Previous Studies

The empirical literature review is an act of reviewing the related research carried out before. It is a written summary and critique of research relating to the particular issue or problems. Several researches have been carried out in the field of collaborative learning under the department of English education and abroad. Some related research works which facilitate the research work were reviewed in the following line.

DC (2015) carried out research on "Collaborative Learning: Perception of Bachelor Level Students" by adopting survey research design. His aim was to explore the views of Bachelor level Students on Collaborative learning in ELT class. Non-random purposive sampling was used as a sampling procedure. The population for this study was 40 Students of B.Ed. third years from three different campuses of Bajura district. Questionnaire was a major tool for data collection. The overall findings of this study showed that a considerable number of the students were familiar with collaborative learning premises, components, principles and so on. They were found more theoretical than practical for implementing this method. However, some students were still confused about collaborative learning and its appropriateness in ELT.

Likewise, Poudel (2014) carried out research on "Teacher Perception on the Role of Collaborative in Teaching Speaking." His aim was to find out the teacher's perception on the role of cooperation in teaching speaking. He used survey design for this study. Forty secondary level English teachers of Pokhara valley were the population for the Study and he used a purposive sampling procedure to select the respondents. He used primary and secondary sources to collect the data. Questionnaire was the major tool for collecting data. The collected data were analyzed descriptively using simple statistical tools. His finding was that teachers have a positive view towards the role of co-operation for teaching speaking effectively and perfectly.

In the same way, Regmi (2011) carried out research on "Cooperative Learning for the Development of Vocabulary". His aim was to find out the effectiveness of Collaborative learning in learning Vocabulary. The researchers adopted survey research design for this Study and forty secondary level's Students' of private school and ten English teachers of Pokhara were the population of this. Non-random judgmental sampling was used as sampling procedure. Questionnaire was used as the major tool for data collection. The major findings were that ninety five percent of secondary level Students have a positive attitude towards cooperative learning and sixty percent of them are provided with a supportive and favorable environment for cooperative learning within their institutions.

Similarly, Poudel (2015) carried out research on "Teachers Perceptions on and Practice of Cooperative Learning Developing in speaking skill" by adopting a survey research design and purposive sampling procedure. His aim was to find out the teacher's Perceptions on practices of Cooperative learning in developing speaking skill. Questionnaire and classroom observation, check list were the major tools for data collection. He selected 20 secondary level English teachers from Kanchanpur district for the population of the Study. The findings of his study showed that cooperative learning provided opportunities for learners to develop their learning and communication strategies. Similarly, seventy percent of teachers agreed that working in pairs and groups Students could increase their fluency and command over speaking skill. Although cooperating learning is important in developing speaking skills, it was found that only 66.67% of English teachers were interested in creating this skill. Similarly, it was found that teachers rarely used cooperative games in developing the speaking skill of the students.

Likewise, Saphari (2018) carried out a research on "Practices of collaborative learning in heterosexual English language class". The main objectives of the study were to find out practices of Collaborative learning in heterogeneous English class and to find the effectiveness of Collaborative in heterogeneous English language class and also to suggest some pedagogical implication. The design of the Study was ethnography research design. Secondary level English teachers of Dadheldhura district were the population for the Study. The sample of the study will be five English teachers of the secondary level. Researchers used a purposive sampling procedure. Primary and secondary sources of data in cooperative learning in heterogeneous ELT classrooms is difficult but not impossible. Collaborative learning

can be implemented with the help of different useful strategies, like group work and pair work. To use collaborative learning in heterogeneous classes was difficult because of lack of time, lack of physical facilities and classroom management. The researcher found that collaborative learning was very effective in heterogeneous English language classes.

In the same way, Zohra (2013) carried out research on "Implementing collaborative learning techniques in Teaching communication skills. "In the case of secondary year LMD Students of English at Biskra University. The aim of this study was to investigate how EFL teachers implement collaborative learning techniques in the classroom and to explore the effectiveness of implementing collaborative learning in developing learners' oral skill. The study was based on qualitative design. For the population of this study, the researcher had used 540 second year LMD students at the division of English at Biskra university. The researcher used a random sampling procedure to select the 50 respondents. The researcher used interview and observation as the tools for data collection, both primary and secondary Sources of data were used. The findings showed that learning in small groups developed learners' oral skills and confirmed that the implementation of collaborative learning techniques comprises some negative aspects like creating noise in the classroom and groups' conflicts.

ImplicationsoftheReviewfortheStudy

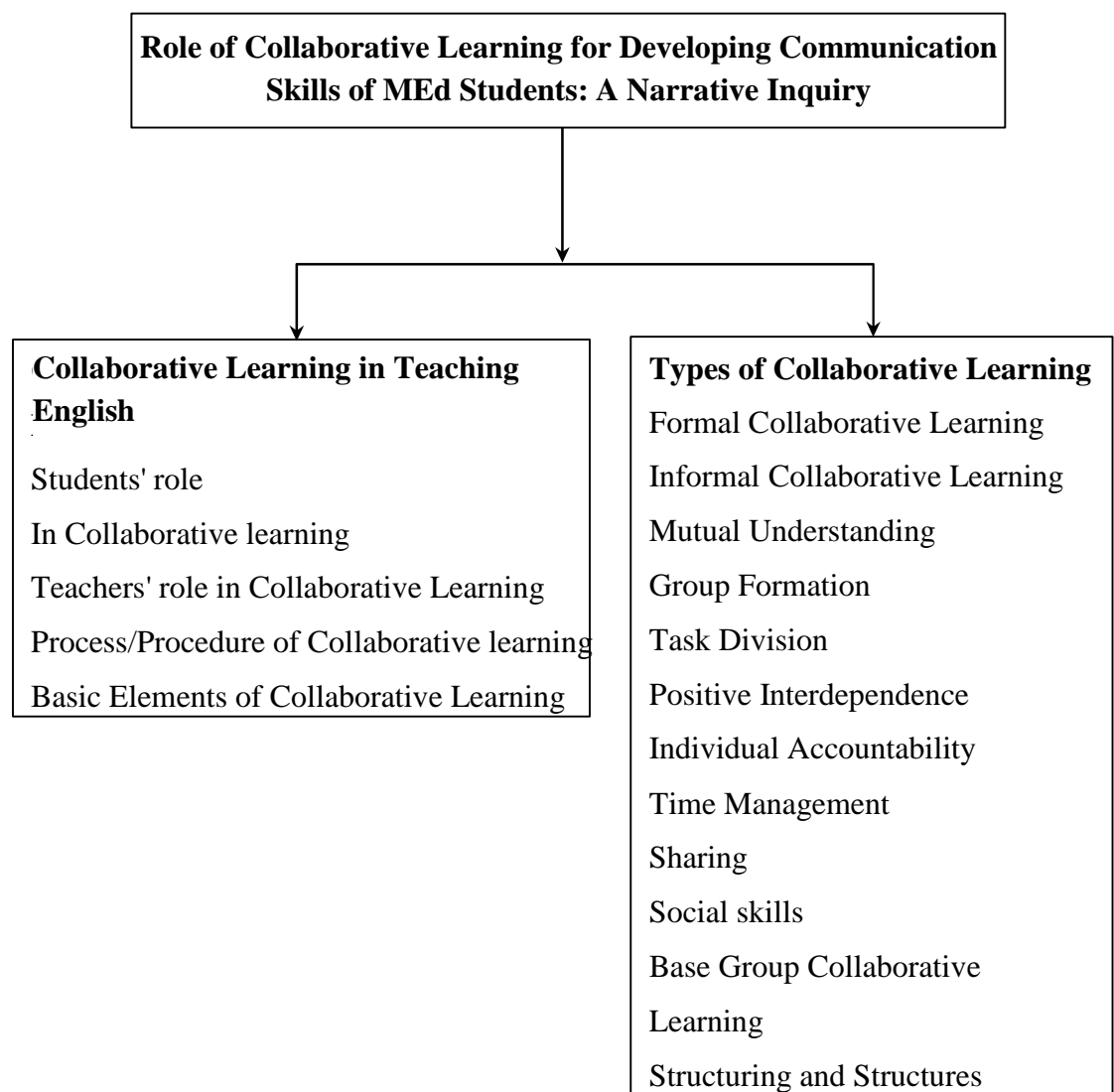
The central focus of the literature review is to find out and analyze what has been done before in the field of collaborative learning activities for developing communication skills of M.ED. students. It provides the clear concept of improving communication skills of M.ED. Students while involving in collaborative learning activities in ELT classroom. It also provided a clear idea that what has been done till the date and what is remaining to do in the appropriate works helped in understanding the theories of collaborative learning in relation to learning communication skill. And it gives a noble idea in developing the creative conceptual framework of the role of collaborative learning for developing communication skills of M.ED. students. The Study further supported to find out the gaps in the study area. Moreover, the review of the literature also provided a clear map for the research work. It assisted to analyze the prevailing activities of collaborative learning in relation to the communication skill of different levels of students. I reviewed the studies of different scholars like Regmi (2011), Poudel (2015), DC (2015), Saphari (2018) and Zohra (2013). These

works provided me with various ideas to conduct the present research practically and it helped me to formulate the objectives, make research questions, improve methodology and contextualize the findings. Moreover, this previous research work helped me to interpret the result and make this research scientific and systematic.

To mention the work, I reviewed it sequentially. At first I reviewed the DC (2015) . From this I got the information about the present condition of cooperative learning which helped me to choose the topic of present study. I also reviewed Poudel (2014), Regmi (2011), and. Poudel (2015) about the role of cooperative learning for developing speaking skill and also about the perception of teachers on collaborative learning which helped me to make the research questions and formulate the objectives and to make the conceptual framework of my study. And I reviewed Safari (2018) from this I got the idea about the theoretical backup of collaborative learning. Similarly, I reviewed the international thesis of Zohra (2013) which helped on the methodological part of present study.

Conceptual Framework

A conceptual framework is the graphic representative of understanding of theories by researcher or his/her own conceptualization of relationship between different variables while carrying out this research, with the consultancy of different theories related to the study and literature review following conceptual framework is developed. The conceptual framework to complete the research work fascinates the researcher to reach the destination. The present study was based on the following conceptual framework.



Chapter 3

Methods and Procedures of the Study

This section deals with the methodology of the study consisting of the research design and method of the sample population and sampling strategy, data collection tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations of the study. In this study interpretation I adopted the following methodology to fulfill the objectives of my study.

Design of the Study

Research design is the overall strategy that is used to find out answers to the research problem. It is believed as a roadmap of a researcher which guides us in every step of research. It guides the research particularly in the theoretical, analytical and practical underpinnings, which provide the framework for the research. Regarding the research design Kothari (2004, p.31) says, "The research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data." There are so many designs and methods to carry out the research. Among them I adopted a qualitative research method in general and narrative inquiry is research design in particular to complete this study. The narrative inquiry is based on an interpretive research paradigm that takes participants' experiences as the central phenomenon. It gathers lived experiences and in depth data from the researcher and participants. Regarding narrative inquiry design, Clandinin & Connelly (2000, as cited in Clandinin, Caine, Lessard & Huber, 2016, p.15) say: Narrative inquiry is a way of understanding experiences. It is cooperative between researcher and participants over time, in a place or series of places, and in social interaction with milieus. An inquirer enters this matrix in the midst and progresses in the same spirit, concluding the inquiry still in the midst of living and telling, reliving and retelling, the stories of the experiences that made up people's lives, both individual and social. It means narrative inquiry is a way of collecting information for the purpose of research through story telling or sharing their lived experiences which help the researcher to gain deep understanding of the particular situation.

Similarly, Webster & Mertova (2007, pp. 3-4) states " Narrative inquiry attempts to capture the whole story; whereas other methods tend to communicate understanding of studied subjects or phenomena at certain points, but frequently omit the important 'intervening' stages". It studies problems as forms of storytelling involving characters with both personal and social stories. It requires going beyond

the use of narrative as rhetorical structure, to an analytical examination of the underlying insights and assumptions that the story illustrates. A key contribution of narrative to research resides in the manner in which it frames study of human experiences.

Narrative inquiry is a kind of investigation of people's experiences or the story. It is the best research design to find in depth data of the study. Using the narrative inquiry, I was exploring the role of collaborative learning for developing communication skills of M.Ed. Students who are writing a thesis. I selected five M.Ed. level students who have used collaborative learning in M.Ed. level students who have used collaborative learning in M.Ed. level.

Population, Sample and Sampling Strategy

To meet the objectives of this study, I was selected for five M.Ed. levels of student procedure to explore the role of Collaborative learning for developing communication skills of M.Ed. students. In this narrative study where all the participants were not given equal chance to select but each individual was selected according to researchers' own judgment and convenience.

Sources of Data

Both primary and secondary sources of data were to be used for this research. The primary sources were used to collect data and secondary sources were to facilitate the study. The primary sources of data of the study were an in-depth open interview with five participants and my reflection based on the data reflected their personal experiences of collaborative learning aimed at exploring the role of collaborative learning and co-operative learning for developing communication skills of M.Ed. student. I consulted books, thesis, journal, article and other materials which are available on the internet related to the present research. I consulted.

Research Tools

I used a semi structured interview and open ended questions in order to collect data. Some basic questions were predetermined as a form of nine guideline questions and these nine guideline questions were broken down into various questions, and others questions were asked based on participants' responses. In order to gather more information I asked some questions to the students as well after taking participants' responses. Interview was focused on exploring the role of collaborative learning for developing communication skills of M.Ed. Students, basically how often they are

participating in collaborative learning in the classroom and what are the roles of collaborative learning for developing communication skills of M.Ed. students. A structured interview would be the main tool for data collection for this study. I used my smart cell phone as a recording device to record the interview.

DataCollection Procedures

For collecting data, I have prepared stepwise methodological Procedures. Primarily, I have prepared an interview guideline schedule and consent letter. Secondly, I visited Tribhuvan University and met the University administration and M.Ed. Level English Students in order to collect data. Then I selected five English students and developed a good rapport with them by asking about their recent work and learning. After getting permission, I took the interview based on my nine guideline questions and some additional questions. After that I have recorded stories or experiences on my smartphone. Thirdly, recorded data was transcribed and I visited the field again to maintain accuracy and validity. Likewise, I request them to exchange the contact numbers for further inquiry if needed.

DataAnalysisandInterpretationProcedures

After collection of data, through semi structured interviews and open questions, I analyzed and interpreted data through a descriptive approach which is the main procedure in qualitative research. For this, I transcribed, categorized, coded and group the common things in these sections from the interview. Likewise collected data were analyzed and presented into several themes, and these themes were also analyzed descriptively.

EthicalConsiderations

Ethical consideration refers to the values that a researcher has to follow during the research process. For example: getting permissions from concerned people, maintaining privacy of participants, preservation of data and maintaining validity while doing the research work. The permission was taken from the University administration and students. This study included informed consent along with the interview and open ended questions. All identifiable personal information was kept confidentially and pseudo names were used to conceal identity of the participants while analyzing data in this study. I promised that these collected data would be deleted after the successful conduction of this research study.

The researcher follows the different codes of conducts while doing the research work for the preservation and validation of data. While doing this research, I will consider the following ethical considerations.

-) I used collected information only for research purposes.
-) I maintained confidentiality with participants and tried my best to avoid plagiarism.
-) I was paying attention to honesty, truthfulness of data in my study.
-) I used pseudo names for the participants.
-) I was not manipulating the collected data rather constructed meaning from the responses.

Chapter 4

Result and Discussion

The result of this study was drawn from the analysis and interpretation of data collected from primary and secondary sources. The data were analyzed and interpreted using qualitative methods. This section contains analysis and interpretation of the qualitative data. The data carried out through the semi structured interview of the students and their narratives were transcribed, coded with the themes and analyzed descriptively.

Analysis and Interpretation of the Result

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. Analysis of data and interpretation of results is the way of organizing data into logical, sequential and meaningful categories and classifications to make them amenable to study and interpretation. Here, the data obtained from a semi structured interview transcribed, coded and analyzed by using thematic analysis. Themes of personal interviews were drawn based on the research guideline questions: role of collaborative learning for developing communication skill of M.Ed. students. In this study, pseudo names were used to conceal the identity of the participants 'S1', 'S2', 'S3', 'S4', and 'S5' have been used for the students.

In order to obtain required data I have asked nine guideline questions and some additional questions. More particularly, my concern was to explore the role of collaborative learning in developing communication skills and to study the collaborative learning culture among the M.Ed. students. The responses of the students collected through semi structured interviews have been analyzed and interpreted descriptively by using eight different themes. Themes derived from the analysis and interpretation of the interview are given in following subsections.

Learners Experience of English Language Learning

Learning English as a second language is a challenging task. People have encountered various problems while learning the English language. So, people have diverse experiences regarding the journey of English language learning. Here, this theme is derived from the student's narratives. In course of narration, all students' views regarding their experiences on English language learning is different. In the

process of English language learning students are mainly concerned with internal and external factors like motivation, encouragement, emotion, passion toward being a good English speaker in the future and the whole social surrounding where they are located and grow up in this heading. In this theme, I have included Students' learning problem challenges they faced as the beginner of English language learners. To identify the Students' English language learning experience, I have asked them questions related to it. Regarding the question different views have appeared. In response to my question all students have narrated their experiences differently, but I have found most of them similar in their narratives. Considering this, the **S-1** responded as:

Since my mother tongue is Doteli so I learned English and even Nepali language as my second language. I struggled a lot for learning English language. Well, I was the students of government school so I have learned English alphabet from class 4 and there was no particular English teacher for English subject. I remember, the social teacher used to teach us English. When I was in 7th or 8th class, the teacher used to teach English stories and vocabulary through Nepali medium and I also used to learn them in Nepali. I can say at that time for us English means grammar. So, yes it was really hard for me to learn English because there was no competent English teacher as well as an English language learning environment and Doteli language was frequently used in the English classroom. When I was in 10th standard it was quite hard for me to speak even basic English language chunks with others as well as to interact with teachers in English language. So when I passed S.L.C then I took English as my major subject and started to learn and speak in the English language. Then slowly and gradually my English gets developed (S1).

From the above excerpt, I came to find that learners encountered various problems in the course of learning the English language. Data shows that having different mother tongue, incompetent teacher and unfavourable environment can create difficulties in learning English language. As informant says the problem was faced due to incompetent teacher and different mother tongue. So, from this it can be said that mother tongue is a factor that hinders English language learning.

Similarly, regarding this **S-2** responded as:

Well, I started learning English from the very beginning in my home. My father was an English teacher. He always focused me to study and motivated me to learn how to speak English. (from L.K.G) but my English language learning experience was really interesting. When I started to learn English, I was from Baitadi district. It felt amazing because I was familiar with my family members. My grandma also encouraged me to learn English and I became easily familiar with friends in the classroom because I had joined my school in Baitadi district in my homeland. So, it was interesting for me to adjust in a new environment. My mother tongue was Doteli so I faced many difficulties in a new place but supported my Father and Grandma. Then I'm easily adjusted to the new environment as well as making new friends. Our teacher used to speak English in the classroom and I could understand the English language properly. It takes almost 7 or 8 years to learn basic sentences in English. I was able to speak English very easily because of my interest in my positive family environment. When I passed S.L.C I chose an English subject for my career because of my supportive parents. So, yes, it was really interesting in the beginning and later I was easily involved with teachers and friends and we learned collaboratively with them. Then, I improved my English language very well. (S-2).

During the interview I realized that the informant was faced with a very easy time learning the English language due to a non-English background but a supportive environment helped him/ her to learn English. So, it can be said that learning English may be interesting for those who are from supportive family English backgrounds but can be one of the best ways to learn English from his / her parents in a better way. So, in the course of learning, the support of family, friends and teachers can help students to learn successfully.

In the same way, as response to the question **S-3** responded to the better experience encountered while learning English because of not proper knowledge of pronunciation and grammar. In this regard S-3 narrates:

My journey to learn English started with little struggle but later I learned the English language easily because my Parents always supported me and my father w.as a teacher and they supported me to foster English speaking by creating a very friendly environment at home . I was from Dhading district when I was very young. I used to

talk with invaluable English and they used to correct me and I used to imitate how they pronounce words and all. Later, I had also joined the English language classroom and there I got more opportunities to interact with others. I was very close with my English teacher since my secondary education, so I got more chances to improve my English language easily. I remembered, when we have any problem we used to discuss in a group, work in a group to solve the problem. So due to my supportive family, teacher and my friends I didn't face more difficulties in learning the English language, and after SLC my parents forced me to read science but I chose English as my subject for my career . Now I am a very humble English student and later soon I will be a perfect English teacher or professor.

From the above narration it can be said that the English language is very interesting when we make a fruitful environment at home as well as at school. Similarly, the student must be intelligent, active and passionate towards their learning. Moreover, from the interview I understood that in the process of English the family environment and school environment play an important role because such support helps students to learn things faster and in a better way.

Similarly, regarding this **S-4** responded as:

I also learnt English as a second language but to be honest, though it was my second language I did struggle a lot to learn the English language. Basically, I was from a government school and my family was educated and they always supported me to read the book. . So I got more chances to interact with my family, my friends and teachers inside and outside the classroom by using the English language. Well, I must say it was my fortune that I had my supportive family and friends. Along with family, my teachers also provided me with enough time to interact frequently in the classroom. So, there was a very good environment for me to learn English at school as well as at home. So, when I passed S.L.C. My parents told me to read science to become a doctor and my aim is to choose English as my major subject. To be honest, my father had a dream to become a civil engineer by joining the science stream because people saw engineering as a good profession. But I am going to read to join English education. After joining class eleven, I started speaking English with my friends as much as possible and I am happy that I have a good command of English today. Now my English education journey is going very well in Tribhuvan University, (S4).

From this extract I came to know that having a supportive environment makes learning the English language easy and faster. Similarly, the student must be intelligent, active and passionate towards their learning. Moreover, from the interview I understood that in the process of English language learning the family environment and school environment play an important role because such support helps students to learn things faster and in a better way.

Regarding this, another participant, S5 also supported S4's opinion. S5 narrates.

Well, I believe it is not easy for people to learn English. My journey to learn English started with little struggle but later I learned the English language easily because my brother and sister always supported me to foster English speaking by creating a friendly environment at home. When I was very young, I used to talk with them in broken English and they used to correct me and I used to imitate how they pronounce words and all. Later I had also joined the English language classroom and there I got more opportunities to interact with others. I was very close with my English teacher since my secondary education, so I got more chances to improve my English language easily. I remember, when we have any problem we used to discuss in a group, work in a group to solve the problem. So due to my supportive family, teacher and my friends I did not face more difficulties in learning the English language (S5).

By analyzing the above mentioned views, it can be said that collaborative learning can be one of the best approaches for language learning that helps students to be involved in interaction with students and teachers inside and outside the classroom. Moreover, students may face many problems in the second language learning field due to the lack of students' collaboration and teachers' support. So, in the course of learning a second language the support of family, friends, teachers and experts is needed.

From the above responses, I come to conclude two heads are better than one for learning language. Learning English as a second language is challenging but learning language in collaboration helps to learn it in a better way. Regarding experiences of English language learning I found similarity among almost all the responses. They have agreed that in the beginning period of learning the English

language lots of problems have been faced. The problem in speaking, writing and in reading as well due to mother tongue influences the little knowledge about the pronunciation, grammar and accuracy, traditional way of teaching and learning in the classroom, and less opportunities of speaking, less use of collaborative learning strategies. Thus, collaborative learning is the most relevant approach in teaching learning strategy because it is in favor of a learner centered technique whereas students are actively participating and they learn many things at a time i.e. communication skills, confidence, critical thinking, interpersonal skills and so on. So, for the University level students it is a more fruitful one. From the above responses, it can be concluded that the support of family environment and friends is required for learning language in a better way and students are highly interested in learning through collaboration/ cooperation.

Students' Understanding on Collaborative Learning

Collaborative learning is one of the learning strategies where students can share their common goal and they can exchange their feelings, when students are actively involved in a project. Students involved in collaborative learning for the completion of the project work, assignment, group work, and presentation and understanding contents.

In order to understand the students' understanding of collaborative learning I have asked the question related to it and all participants responded to their perceptions on collaborative learning differently. Regarding this question different views of students in collaborative learning have appeared.

Considering this, the **S-1** responded as:

Okay! In my view collaborative learning is one of the globally applied teaching approaches which is totally based on a student- centered method. It helps the students to involve more interaction, maintain social relationship between students and teacher, reduce the hesitation towards speaking, and motivate the learners to participate actively in their work actively. I think it has a positive effect on the academic achievement of the students as well as speaking skill development. So, it is a joint effort to work something actively inside the classroom by sharing the ideas, feelings, opinions, and knowledge to each other (S1).

From the above extract it can be said that collaborative learning is the best way of learning because it is student- centered approach which gives students with more chances to work together having equal responsibilities among all the group members. It helps to increase Students' language skills as well as good relationships with group members. So, collaborative learning is really important for developing language skills, enhancing their speaking skill and expanding their knowledge.

Similarly, in this regard participant 'S2' articulates:

In my perception, collaborative learning is one of the newly emerged teaching approaches. It provides the equal opportunity of participation among the students in the group work. I think it is one kind of group learning activity where students work in small groups to solve the problem, complete a project. He also added collaborative learning is very essential for students because it provides equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills (S2).

The above responses clarify that collaborative learning is one kind of student-centered teaching approach where two or more students learn or attempt to learn something together and more especially as joint problem solving. It is very essential for students because it provides equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills.

Regarding this, participants **S3**, **S4** and **S5** expressed similar views:

In my view, collaborative learning is a fruitful method of teaching and learning language, where students work together and share their understanding which strengthens all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which has a positive effect on their language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieve through group work, pair work, and think- pair-share techniques (S3,S4,and S5).

From these all views of participants, it can be said that collaborative learning is one of the best methods of teaching that makes the process of language learning

student-centered rather than teacher-centered. It helps the students to socialize with each other in order to gain experience from the other students. Based on their view collaborative learning is one of the fruitful techniques of teaching and learning language where students work together to accomplish shared goals. It is a learner-centered approach that considers learning as more effective and active than passive one. Through collaborative learning, students can get lots of opportunities to express themselves by sharing thoughts and opinions and to learn language in an effective manner.

Understanding On Students Learning Communication Skill

Communication is an interactive process of constructing meaning that involves producing and receiving and processing information. It is the capacity to produce words and sounds fluently, and it is not only about background knowledge of language aspects, but also the capacity to deal with information and language immediately. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment and the purpose for communication. Communication requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also they understand when, why, and in what ways to produce language.

During the interview, in order to know the student's understanding regarding communication I asked them questions related to it and different views appeared in response to the question. All participants have responded based on their own experience about communication skills.

In this regard, 'S1' narrates:

Okay, in my view, communication is an activity where people use their voice to deliver their opinion, suggestions, information and views. There are four skills of language among them communication skill is the most important skill because without communication skill we cannot share our ideas with others. It is an important skill to master when we learn about a language, especially foreign language (S1).

From the above excerpt, it can be said that communication skills is one of the important skills of language where people use their voice to deliver their opinion,

feeling, message views, and information and it is very necessary to be mastered when we learn about language, especially foreign language.

Regarding this, 'S2' articulates:

Actually, communication skill is a productive skill, like any other skill. It is more difficult that it appears at first and contains more than just pronouncing words. Basically it has come to be the main feature of language when learning the language. Environment also plays an important role in communication skills, because people around the learners are able to communicate well. It will be simply for the learners to imitate their way of communication (S2).

These perceptions signify that communication is more than just pronunciation; rather it is part of speakers' image. Environment plays an important role in developing communication skills because we can learn many things through imitation.

Well! In my perception, communication skill is the ability of delivering language through the mouth by using different parts of our body, including the vocal cords, vocal tract, and tongue. It is important to deliver our message, opinion, emotions, problems, views, information, knowledge and ideas properly and is an essential skill that language learners have to master with some language skills (S3).

From the above excerpt, it can be said that communication skill is the ability to deliver opinion, emotions and information and without it we cannot communicate properly. In this regard participant 'S4' articulates:

Okay! I believe, communication skill is an ability to communicate messages through the use of vocal terms. However, it can be verbal or nonverbal symbols such as gestures and facial expressions in various situations (S4).

This view shows that communication skill is an important skill that one needs to have for proper communication and it can be verbal or nonverbal.

Another participant 'S5' also supported the view of S4's. She narrates:

Yes, communication is an interactive process of constructing meaning that involves producing and receiving and processing information. It takes place in different situations where we are conveying the message verbally and nonverbally. Communication is most important skill to be mastered for good communication. (S5)

From the above extract, I came to know that communication is an interactive process which occurs between two or more people while they are in the process of exchanging or sharing their ideas, opinion, and information by using their vocal cords as well as gestures.

From the above discussion, it is concluded that communication is the one of the most important skills of language. It is a way of pronouncing words and sounds correctly. Communication is a productive skill which occurs in an oral mode. It can be verbal or nonverbal. Communication skill is important to deliver the right message, opinion, and information, So it is necessary to have sound knowledge of communication skill while learning language.

Students Perceptions on the Role of Collaborative Learning for Developing Communication Skills of M.Ed. Students

Collaborative learning is a successful approach to language learning which plays a very crucial role in developing different skills like language skills, social skills and personal skills. It helps students in a number of ways. Collaborative learning plays a very crucial role to develop different skills and aspects of language by allowing students with opportunities to share ideas and information. Here, in order to explore the role of collaborative learning in developing communication skills, I have asked students' some questions related to it. In response to the question very similar views appeared. Participants shared that through collaborative learning they develop communication skills, confidence and other social skills. The perceptions or preferences of the students regarding this are presented as below.

Participants 'S1' narrates:

Yes, definitely, through collaborative learning I got chances to interact with my friends. It helps me to reduce my anxiety of communication in English and also develop my self- confidence. To be honest, through collaborative learning I develop overall language learning. Collaborative learning helps me to enrich my English vocabulary, fluency and accuracy in English. Beside this, collaborative learning also supported me to develop social skills like to behave with friends, to be socialized, to respect others views and opinions, to stay calm. So in my view collaborative learning plays the crucial role in developing many aspects of communication skill (S1)

From the above mentioned opinion it can be said that collaborative learning always enhances different kinds of language skills as well as social skills. It is also beneficial to develop confidence, language fluency, and language accuracy as well. Based on the opinion it can be said that collaborative learning has a positive role in developing students' communication skills.

Well, in my view collaborative learning has a positive effect in learning language because through collaborative learning I have enriched various languages as well as social skills. Before participating in collaborative learning my communication was so superficial, I could hardly talk with my friends in English but collaborative learning develops my confidence and enriches my knowledge. Moreover, it also helps me to develop presentation skill, writing skill, and especially different aspects of communication skills like pronunciation, accuracy. So, I think collaborative learning plays an important role for developing language learning and especially communication skill (S2).

From the above narration, it can be said that collaborative learning is one of the best mediums to develop different language skills. Communication skills are fostered through collaborative learning. Participating in different collaborative activities allows students to speak frequently which enhances language accuracy and fluency, pronunciation. Thus, communication skills are directly fostered through collaborative learning.

Similarly, another participant 'S3' in this regard narrates:

I think collaborative learning plays a crucial role in developing different aspects of communication skills. I started learning in collaboration when I joined the semester system at master level. To be honest, from collaborative learning I got the better chance to foster my knowledge and confidence level than earlier. Collaborative learning helped me to extend my knowledge level, my confidence, different language skills while doing assignments, classroom presentations and group work. Similarly, collaborative learning provided me an opportunity to share my personal views to others, develop my confidence, accuracy and fluency of my language. Actually, before participating in collaborative learning I had very limited knowledge about the proper use of language and about proper pronunciation, but collaborative learning supported me to develop my fluency and accuracy level. By imitating others in a

group and sharing ideas with others I developed myself as a good English speaker. So, I can say collaborative learning always plays a positive role in developing communication skills (S3).

From the above definition, it can be said that collaborative learning provides a platform for communication skill developments. It means, in a collaborative group students continuously share their ideas, opinions and views with each other which helps them to develop their communication as well as other language skills as well as social skills. So, collaborative learning always facilitates Students' communication.

Regarding the role of collaborative learning for developing communication English if M.Ed. students, participants S4, S5, had shared a similar view.

Of course, collaborative learning is beneficial for learning the English language because it allows students to interact with others for sharing their views, information, ideas, problems, and reflection, which directly and indirectly help students to develop different language skills. I think there must be collaboration between student-students and students- teacher in the classroom because it provides learners with lots of opportunities to develop themselves as good speakers as well as learners. I believe collaborative learning is not only important for developing communication skills, but rather to develop various social skills as well as other language skills. Well, what I mean to say is if there is a high amount of collaboration among students and teachers then there is a high possibility of developing communication. I personally believe language cannot be learned in a vacuum. So, we need to have more interaction in a group. (S4 and S5).

From the above responses, it is concluded that almost all the students have similar opinions regarding the role of collaborative learning to develop communication skills. While analyzing the views of respondents, almost all responded that collaborative learning plays a pivotal role in developing different aspects of communication. Collaborative learning helps to make learning long lasting, develops social skills, different language skills, mutual understanding and so on. Moreover, in a collaborative learning environment students get enough opportunities for sharing ideas, opinions so communication skills are fostered through it.

Students' Communication Skill Develop through the Process of Collaborative Learning

Learning is a systematic process of gaining new knowledge and experience. It follows certain procedures. Collaborative learning is one of the successful learning strategies in which small groups of students work together on common issues or problems. Collaborative learning can be done in a number of ways. It means there are a number of processes for doing collaborative learning that helps students for meaningful and successful learning.

This theme is developed from the analysis of the five participants on the basis of experiences regarding their English language learning through the different Process of collaborative learning like task division, critical thinking, group formation, students-students interaction, and mutual understanding. In order to know students' views on the development of communication skill through collaborative learning process I have asked them related questions and as a response different views have appeared.

Participant 'S1' narrates:

Actually, there are many processes for collaborative learning and all the processes are equally beneficial and suitable for developing language skills, but among them I prefer 'task division' as the best process for collaborative learning. Actually, this process is easy as well as suitable for all types of learners.

It is also good because in this process all the students have an equal role and responsibility to work. In such a process one needs to play different roles like group leader, monitor, worker and observer so that students can learn things effectively. Well, I have practiced this process many times while doing group works, assignments. I think this process is also beneficial for students' who are shy or introverted. So I prefer this process as the best one for collaborative learning (S1).

From the above responses, I came to know that task division is the most useful process for collaborative learning. In this process all the students have to work actively having equal responsibility. Besides this, students have to play different roles like group, monitor, facilitator and observer. So, there can be different processes of collaborative learning but task division is one of the most effective processes for language learning.

In this way, participant 'S2' narrates:

Well, there are various ways of collaborative learning, but I prefer 'group formation' for doing collaborative learning. I always believe "two heads are better than one head". So, I think group formation is one of the best processes for collaborative learning where more than two people are involved in a group and get opportunities to discuss our problems with each other. Similarly, through this process we can easily interact and openly share our vision, ideas, perceptions, information, opinion and messages and we can also notice others' ideas and techniques through this process while doing different group assignments, presentations and group work. So, I think this process is the best process for collaborative learning. (S2)

From the above extract it can be said that two heads are always better than one. People in groups can learn things more easily than in isolation. Similarly, there are various ways for collaborative learning among them group formation is one of the processes where students form groups of four- five students and discuss the common problem to derive a solution. So, group formation is one of the best processes for successful learning.

I believe there is no hard and fast process for collaborative learning. There can be a number of processes through which we can collaborate for learning language. I prefer 'group discussion' as a good one for developing my communication skill because in group discussion each member in the group has to speak to share their ideas, opinions on certain topics which helps them to develop communication skill and other social skills too. I like this process because in this process introverted or shy students' also get the opportunity to communicate and share their ideas, views in a group. I remember one event when I was involved in group discussion for the first time. I was so nervous to communicate and due to my shy nature I could not get opportunities to communicate. Later, my friend helped me to solve this problem, then I started cooperation in classroom discussion. So, I know group discussion is only one technique which provides equal opportunities to everyone in a group to communicate so that they are able to increase language skill (S3).

From the above, it is said that group discussion is one of the effective processes which provides better opportunities to all students in a group. Group communication helps students to develop different language and social skills. It also

helps students to speak frequently so that they are able to develop their communication.

Later this, regarding the process of collaborative learning participant 'S4' shares:

Yes really, there are various strategies of collaborative learning. I basically prefer 'sharing' as a better process where we can simply share ideas, opinions, visions, and information about certain topics. In collaborative learning, sharing is very essential because without sharing is the main concept of collaborative learning. I have used this process to complete the assignment, group work, presentation and different group tasks. I have frequently shared my ideas with others while doing group work and got new knowledge from others in the group. Sharing ideas also helped me to develop my confidence, fluency and accuracy of communication. Actually, this technique helped me a lot to develop my communication skill and social skills so I know sharing is one of the best processes to foster collaborative learning. (S4)

From this upper mentioned narration, it can be said that sharing is the most useful process for collaborative learning. It was a beneficial process which allows students to share ideas, opinions together. Sharing ideas, information in a group helps students to be more active and creative. So, it is one of the best ways for collaboration (S4).

In this way participant 'S5' also supported the S1's view. Participant' S5' narrates:

Okay, all the processes of collaborative learning are equally important for us for collaborative learning but I basically use 'Task division' as the best process. In this process the whole task is divided to all the group members equally and students have to complete the task given to them. I prefer this because in this process each member in the group has equal responsibility to complete the task and show his/her creativity. Using this process, I have learned how to solve language related problems, how to speak, how to work in groups, how to complete tasks in time, how to handle difficulties, how to take responsibility, and how to behave friendly. Beside this, I also got more knowledge on grammar, pronunciation. So, in my view, the task division process is an effective one for collaborative learning (S5).

From analyzing the above excerpt view it can be said that task division is also a process of collaborative learning in which task is divided to each member of the group equally. It helps students to develop responsible manners, various language skills, confidence and other social skills. So, that task division is one of the most useful processes of collaborative learning.

From these all above responses, it can be said that learning is systemic which follows a certain process. This is not any hard and fixed process for collaborative learning. There are various processes of it like task division, mutual understanding, group formation, group discussion, sharing. These processes make learning systematic and meaningful. From the responses it was also found that, most of the students use task division as a process of collaborative learning and others also use group discussion, sharing as a collaborative learning process. By adopting different processes of collaborative learning they develop different skills like language skills, social skills and personal skills as well. Thus, it can be said that the process of learning makes it more effective and meaningful.

Supports of administrative, head of the department, and other teachers to maintain collaborative learning environment inside and outside the classroom

Collaborative learning requires two or more people to learn together. The help of other people can make learning faster and better. So, within school the head teacher and experts are in a unique position to influence and to affect the overall quality for maintaining collaborative learning. So, in order to make successful collaborative learning, teachers and administrative bodies play a vital role. Therefore, school administrative, head of department, and teachers should always try to create and maintain a positive and healthy teaching and learning environment for students. Regarding this I have asked some questions related to the role of the school administrative body to enhance collaborative learning and different views have appeared. In this regard, participant S-1 represent:

I think the support of experts and the whole college team is very essential for learners' learning because school is a place where students can get a suitable environment for their study. In collaborative learning also the support of the school team is very necessary. It is important to create a good physical as well as

psychological environment for learning. Yes, in the course of my learning I was fully supported by my whole college team. I must say if I was not supported by teachers, and the whole college team I would not be here today. Yes, the department head helped us by managing the physical structure of our class, by providing good guidance, counseling and support. Department has organized educational conferences like NELTA ,ELT and Applied Linguistic conferences, and we are really motivated to learn the English language. So, I have to say I was fully supported by teachers and the whole college team whenever I needed it, and I know the whole college team plays a very positive role in students (S1).

To the upper analysis, it can be said that the support of school administration and teachers' is very essential for student's learning. They play an important role for creating a good environment, for observing their learning, for guiding and counseling them in the proper way and for organizing conferences. The support of teachers can help students to foster their knowledge and to make learning successful.

In this way participants 'S2' analysis:

Well, it is a very amazing question, the support of the head of department, school administration, and professors is very essential in collaborative learning. As we need support from our parents and seniors at my house in the same way we need the support of teachers, friends and supervisors. When I feel very great that I have got big support from all my experts, teachers, friends and parents for my learning. I have got lots of motivation, encouragement, suggestions, counseling, inspirations and kind collaboration from teachers and supervisor, administrative for maintaining collaborative learning continuously inside or the classroom. Beside this, they have also paid attention to improving the situation of physical facilities by managing I. C. T. facilities which help us to expand our knowledge globally, the department also organized educational programs to develop our English speaking skills in the University. Moreover, some teachers also made me feel that they are like my parents. So, I was totally supported by department of head, professors, supervisor, administrative, friends and continually to my learning (S2).

This mention narrates, it can be said that without support of teachers, departmental head experts, school administration there is hard to maintain

collaborative culture in the classroom. So, without such help learning becomes challenging. So, it can be said that the whole college, school team role is very essential for making learning more effective, creative, and meaningful.

Regarding this, participant 'S3' responded as:

Better, the help of school is essential for students' learning. School is the only place where students spend most of their time, so the support from school has a great effect on students' learning. In my case I always get supported and encouraged by my teachers and school college teams. I was supported by my teachers to share my problems, opinions and ideas inside the class. Developing collaborative learning culture in schools and universities requires support from the whole college school family. The support we needed to maintain physical facilities and psychological environment. Actually, when I was involved in collaborative learning I got more chances for support from my teachers, professors, department head and the whole university family by creating a good environment for learning. Moreover, many teachers also helped me outside the classroom as well. So, I can say that I was totally supported by professors, supervisors, teachers, and head of departments, all friends and experts regularly for my learning. S3

It can be said that the help of teachers, supervisor, professors, head of the department and experts are basic for collaborative learning. If there is no support from them there will be no learning at all. So the help, feedback, encouragement, assessment should be given to the students for meaningful and successful learning.

In this regard participant 'S4' articulates:

Okay, being a student we need support from teachers in each and every step of learning. I understand the support of teachers, supervisors, and experts are important for students to have good language growth. In this regard, I feel great that I got better support from all my teachers and school administration in the course of learning. I remember when I started at M. Ed. My teacher told us that sharing and caring is the most important thing while doing any work and helped by organizing some educational programs like ELT, NELTA conferences. We all friends used to discuss difficult topics in the classroom and out of the classroom. Teachers and head of departments also supported me while doing assignments, term papers during the presentation. Besides this teacher also supported me whenever I had any problem

related to content. Similarly, the head of departments helped me by providing good physical facilities, learning opportunities, and a better environment, but most of the time there were not satisfactory facilities provided by experts for collaborative learning. S4.

To these experiences, it can be said that getting a good learning environment and positive support from departing heads and teachers, friends, and parents helps me for meaningful and successful learning. Thus, the attention should be given towards maintaining better physical facilities like projector, purifier drinking water, library canteen, garden and creating a good environment in the school as well as university classroom.

Participants S5 narrates:

Well, a helpful background is essential for learning a language because of support from the school team, professors, supervisor, teachers, administration and friends for effective learning. In the course of my learning the department head and teachers have always helped me by decorated better ways of learning, by providing good guidance, counseling and creative meaningful feedback. For providing collaborative learning culture, sometimes the school administrative department arranges different programs like seminars, workshops, conferences. Such programs also helped to learn new things regarding how to speak, how to use language properly. I feel fortunate to get continuous support, advice, and feedback from all the teachers when I need it. Similarly, teachers always provided chances for interaction in the classroom which helped me to develop myself as a good English speaker. S1

To mention this narration, it can be said that a supportive environment is mandatory for successful learning. The help of the supervisor, department head lectures, teachers and school, college staff play a significant role for students because without their help the learning becomes challenging. So, to have successful collaborative learning there should be regular help from them.

From these above responses, I have come to conclude that the best support from professors, school administration, head of departments, experts and other teachers plays a very positive role in Students' learning. In order to establish collaborative learning culture regularly the whole school family should provide a favorable physical as well as psychological environment in school. All the teachers

should provide students with enough opportunity to speak inside and outside the classroom and the department head should manage different workshops, seminars and conferences for developing their collaborative culture. Thus, we can say that better support facilitates Students' learning.

Relationship between Collaborative Learning and Communication Skill Development

Collaborative learning is one of the meaningful and successful learning strategies in which a small group of students work together to share their ideas, opinions and knowledge, problems and issues. Collaborative learning influences on the development of students' communication skills. It means students' speaking development is directly influenced by collaborative learning. Collaborative provides learners with opportunities to share ideas, opinions, knowledge, emotions and experience to others that makes it easy for them to develop their communication. In order to understand the relationship between communication and collaborative learning I have asked them some related questions and all the participants are positive towards the relation between the two.

In this regard, participant S-1 represent:

Absolutely, there is a close connection between collaborative learning and communication skill development. Actually, if I have to say in Nepali;

"Nang...ra masuko jasto sambandha". Besides this I think communication skills are directly and indirectly fostered through collaborative learning. From my experience I can say that collaborative learning plays a vital role for developing communication skills because it provides students with lots of opportunities to share their ideas, opinions with others. So, they can frequently communicate with one another and communication skills get developed. I think it also develops communicative ability, confidence, fluency and accuracy level as well. That's why I believe they both have a very close connection to SI'.

To the above responses, it can be said that collaborative learning has close connection with communication skills because it enhances the student's skills and develops confidence in learning. It provides learners with opportunities to present

their various problems and they actively take part in group learning. That's why it directly or indirectly supports the development of communication ability.

According to this experience was articulated by the participant S2 represented as follows:

Well,

I know collaborative learning and communication skills are correlated with each other. It is in the way that when we participate in group discussion learning there are more opportunities of interaction and communication gets developed. I mean to say, in collaborative learning we get a chance to share our ideas, opinions, emotions, views with one another and it helps to sustain and increase self-confidence, pronunciation and other aspects of communication like accuracy, fluency and so on. I think communication skills are better developed through communication, so it is obvious that I know they have a close link with each other.

To the above extract I came to know that collaborative learning and communication skills have close connections because collaborative learning supports the development of different language skills. Similarly, communication skill is fostered through collaborative learning because it provides learners with enough opportunities for communication. It provides a chance for frequent interaction which helps to develop communication ability in all.

Regarding, this way, participants S3, S4, and S5 narrates:

Collaborative learning and communication skill development are interrelated. Collaborative learning has brought positive changes in my English language learning. Besides that, group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignment and presentation I got the chance to interact which helps me to develop my communication skill. Actually, before participating in collaborative learning my English was so poor but being involved in it helped me a lot to foster myself. Later involved in collaborative learning I knew how to speak, where to speak, and when to speak language properly. So, I know without collaborative learning my communication skill would not be developed. So, from my own experience I can say that collaborative learning directly and indirectly fosters communication skills. So, they both are connected S3', S4, S5.

From this narration description the collaborative learning and communication skills are interrelated. It shows that different skills of communication like communication competency, creativity, fluency, accuracy and presentation skills are developed through collaboration learning. So it can be said that collaborative learning always facilitates communication skill

By these all views of respondents, it is concluded that most of the participants are positive towards the relationship between collaborative learning and communication skill. It shows students' communication ability is directly and indirectly facilitated by collaborative learning. Analyzing their responses, it can be concluded that collaborative learning creates good environments for learning where students can share their opinions, ideas, emotions to each other which directly support to develop students' communicative skills and confidence. So, regarding these views all the participants are similar as well as positive. Thus, we can say that there is a deep relationship between these two heads where collaborative learning provides a platform for communication skill development.

Students' Participant in Collaborative Learning by Making a Virtual Group Knowledge

Students who communicate through the online, internet about different topics as collaborative learning. Virtual learning offers an immersive learning experience to learners. It makes use of computers, internet so students can get new ideas, opinions, knowledge and experience, information. It is one of the better and more effective ways of learning.

In order to know whether students collaborated through the online or not, I have asked some related questions to the participants. Similarly, various views have appeared. Three participants agreed that online is better medium to learn but two are not it

Similarly, S1' articulates:

Okay, most of the time we do collaborative tasks by sitting together but it is not possible all the time. So, sometimes we also collaborate through social media like closed messenger group chats, group video calls. As we know, nowadays social media has become part of our lives so we can say that it is a good medium for learning. So,

we also use it for collaborative learning especially when we are far from one another and this social media is good support or collaboration. So we should use it for a very good response and reasons for S1. In the time of lockdown because of COVID situation we use most of the time on the internet by using online classes, online presentation, zoom meeting etc.

In the above way, it can be said that social media plays a very good role for collaborative learning. This is the era of science and technology so online mediums like email, messenger phone call, video calls, viber, facebook, skype can be the best way for collaborative learning. So, collaborating with their classmates or friends through online and internet is good for learning. Especially we collect a lot of information from the internet in the time lockdown in the case of COVID-19.

Other participants, S2 and S4 also represented similar views to S1. In this way S2 and S4 represented.

Nowadaystheinternet has becomepartofourbodyandithas become averyeasymediumforlearning. Inmyway, Isometimes useonlinemediums, especially social media for collaborativelearning. Wefirstmadeaclosefacebookgroupforthatandwediscussedourproblemsthere. Wefuthersaythatwecanupgradeourknowledgeaswell as personalidentitythroughonline

S2andS4.Inlockdownmostofthetime we attend online classes in the era of COVID situations.

Mentioning this narration shows that online mediums can be one of the easiest and best mediums for collaborative learning. We can discuss common problems with each other and find solutions through online mediums. And then if we have a difficult situation and can't attend class we can use online medium.

In this regard, the same question, then participant 'S5' have different opinions about virtual collaboration. S5' narrates:

TobebetterIpersonallyknowthatonline learning is not as effective as face to face learning. Of course, this is the 21st century, the era of ICT and I do use the internet for many purposes but I do believe that virtual learning is a good idea but not the best way of learning in a country like Nepal, where there is no proper access to

the internet. I think it is not even possible in every situation. So most of the time I prefer face to face learning, but sometimes I also use virtual learning too. S5'.

To this above mention, I came to know that virtual learning is not possible and appropriate in all various situations. In a country like Nepal it is not possible to collaborate all the time from the internet. So students prefer face to face learning.

Other participants, S3' also supported the view of S5'. In this way the participants S3 articulates:

Obviously, I do not have online or internet access so most of the time I do collaborate with my friends through face to face interconnection. I know the internet is significant in our lives today but I personally do not use virtual learning frequently. Yes, I do not use online learning but it doesn't mean I never use it. Of course, sometimes I collaborate with my friends through chatting on online medium, video calls, and messenger. Actually, I find it a waste of time as well as the S3 economy.

To these responses it shows that virtual learning is a better medium for collaborative learning, especially today but it is not possible and effective for all students. It is not as good as face to face cooperation. It is also not possible every time in a country like Nepal where there is no proper internet access. So, it can be the best medium for some instances but not for all conditions.

To these responses, it is concluded that today the internet becomes part of our lives. So language is also beneficial. Analyzing the students' view I found most of the students are in favor of virtual collaboration. Most of the students agreed that online is the easiest and fastest medium for collaboration. They believe, virtual collaboration plays a vital role in students' learning. It makes learning long lasting and uplifts them. In this era of ICT, the internet is the most important means of learning. Students can make virtual groups on Facebook, email, messenger and other online mediums which makes their learning faster and better. However, it is not useful and effective in all conditions. In Nepal there is lack of proper internet so it is not possible each and every time to collaborate from online medium. Thus it can be concluded that in this era of ICT, the internet plays a very positive role for collaborative learning. It can be new as well as effective means of collaboration so students must be familiar with the internet.

Chapter 5

Findings, Conclusion and Recommendations

This chapter incorporates findings, conclusions and recommendations. The findings are derived from the analysis of data and interpretation of the result. Finally, some pedagogical implications have been recommended for the practice level, policy level and also further research level.

Findings

This study attempted to explore the role of collaborative learning for developing communication skills of M.Ed. students. Trying to explore students' roles and collaborative learning culture. I found the life experiences that they shared with me were highly accounted for. Stories, a form of discourse and a way of social interaction among or between five participants provided me with a huge amount of insights for understanding English language students' experiences on collaborative learning closely. In this section, I have thus presented the findings on the basis of a semi-structured interview. Moreover, after analysis and interpretation of the data I have tried to present the main theme of research findings separately that stemmed from the data analysis, research objectives and research questions.

Findings Related to the Learners Experiences of English Language Learning

The study of participants, learners of M.Ed. level, commented that also being a student of English language, collaboration among or between learners in the schools, inside and outside classroom, colleagues, family environment in the schools, different communicating activities and support from their family were most important. Their stories revealed that in the beginning phase of learning the English language, especially non-native speakers of English feel difficulties communicating in the classroom. So collaborative learning helped them to learn English effectively. Based on the research result following findings have been derived.

Most of the students feel difficulty in learning English due to mother tongue interference.

English language learning is affected by different factors like diverse language background, family background, use of mother tongue in English classroom, poor study background, use of outdated methods, lack of teaching and learning materials except text books.

Moreover, it was also found that the help of family, friends and parents, teachers helps students to learn the English language easily.

Likewise, it was found that incompetent teacher, use of grammar translation method for teaching English, ignorance of collaborative strategies and prominent role of teacher makes English language learning more challenging.

Lastly, finding revealed that collaboration with teachers, family and friends makes learning more effective and productive.

Findings Related to Learners' Understanding on Collaborative Learning

Finding shows that collaborative learning is one of the effective teaching approaches which is totally based on student- centered teaching methods. It helps the students to be involved in more interaction in the classroom.

Similarly, findings show that through collaborative learning students get more opportunities to share information, ideas, and opinions to each other. Students become active and learn new things by participating in group work, pair work, seminar, and workshop, conferences, seminars, and project work.

Likewise, findings related that collaborative learning is one of the best approaches to learning a language because it provides learners with lots of opportunities for learning by sharing their ideas with each other, which makes learning stronger and easier.

Moreover, it was also found that collaborative learning has a significant effect in the learner's communication skill development.

Moreover, learners believe that through collaborative learning students get equal opportunities to participate in their task which helps them to expand their knowledge and skills.

In the same way, it was really found that collaborative learning helps to fill the gap of social distance between learners- learners and teachers- learners.

It was found that collaborative learning helps the learners to develop their confidence level and communication level while they are working in the four / five members of a group.

Finding Related to Learners' Understanding on Communication Skill

Most of the participants viewed that communication skill is the capacity to produce with others fluently. It is the most essential skill for English language learners.

Regarding, it was found that communication skill is an interactive process of constructing meaning that involves producing, receiving and processing information.

Similarly, informants face that communication skills are absolutely important and necessary because without knowledge of communication skills, English language communicators cannot share their opinions properly to others.

So, participants related that communication skill provides the knowledge about the proper use of pronunciation, accuracy, intonation, grammar which is very essential for English communication.

Finally, it was also found that, by developing the communication skill of learners, their environment background also plays an important role because if there is no proper situation to communicate their ideas, opinions, knowledge, problems, information, emotion, and feelings they cannot develop their communication level

Finding Related to the Role of Collaborative Learning for Developing Communication Skill of M. Ed. Learners

It has been found that collaborative learning plays a very positive role in enhancing different aspects of communication skill such as pronunciation, intonation, accuracy, fluency by allowing learners enough opportunities to communicate.

It has been found that collaborative learning enhances them to develop confidence in learning, extend the area of knowledge, make them more active as well as better and develop language skills.

That's why, respondents observe that collaborative learning made them more mature, creative, meaningful, sociable and forward.

Similarly, participants know that collaborative learning is absolutely significant to the learners for developing different kinds of skills, like presentation skill, language skills, social skills and cultural skill.

In this way, it was found that tasks in pairs of groups for doing work together, classroom presentation, group assignment, making seminar workshop conferences report and preparing for the exam oriented questions believed them to develop communication skills.

Ultimately, it was found that collaborative learning provides a better environment for students to share their ideas, opinions, knowledge, emotions, and experiences to develop and learn language very comfortably.

Finding Related to Learners Communication Skills Increased through the Way of Collaborative Learning

It has been found that there are various processes of collaboration like task division, group division, group formation', creative meaningful sociable thinking, mutual understanding, sharing which helps learners to learn language chronologically.

It was also found that collaborative learning makes learning systematic and meaningful. Findings show that language cannot be learnt hazardously it needs certain ways.

It was found that learners use sharing as the process of collaborative learning. It helps the learners to share their ideas, opinions, knowledge, information towards other friends in a group without hesitation, it makes the students become more confident for communication.

It was found that learners use different processes for collaborative learning, some learners view task division as more useful and they prefer task division as the best process of collaborative learning and any other viewed learner sharing as most useful process.

Similarly, findings related that all the learners use certain processes for making collaborative learning meaningful and successful.

Moreover, almost all the learners agreed that they use discussion, reflection, and dividing tasks as a process of collaborative learning.

That is why findings also relate that collaborative learning processes develop their personal experiences and regularly communicate among group members which helps to develop their language honestly and betterly.

Lastly, it was found that collaborative processes support them to become more reflective, updated, confident and transparent towards their work and to improve their language as a whole.

Finding Related to the Supports of School Experts Administrative, Head of Department, Teachers and Students to Maintain Collaborative Learning Background in the Classroom

It was found that to maintain collaborative learning the support of professors, supervisor head of departments and administrative parts is obviously most necessary.

Learners related that administrative parts pay the least attention towards maintaining collaborative learning culture in the university in comparison to their teachers.

Likewise, it was found that, head of department and all the teachers play an important role to create a valuable environment for collaborative learning culture and to create a successful teaching and learning environment in the classroom.

Similarly, it was found that, without helpful background language learning becomes challenging.

Moreover, most of the participants said that they have got good support from their school college family which helps them to be perfect communicators.

Finding related to the relationship between collaborative learning and communication skill development

To the learners' articulations it has been found that, there is a very close relationship between collaborative learning and communication skill development. As they share in collaborative learning learners' get enough opportunities for communication so it is directly and indirectly fostered through collaborative learning.

Likewise, it was found that learners become active and creative in group learning as a result they can enhance various skills like presentation, confidence skills and enhance knowledge from this.

Similarly, most of the learners said that the roles of collaborative learning are pivotal which provides us a learning platform for learning communication skills.

Finding also supports that collaborative learning forces learners to speak with each other for sharing their ideas, opinions, knowledge, information, feelings and views which helps them to develop communication skills.

Similarly, finding revealed that various sub skills of communication like, accuracy, fluency, pronunciation, and communicative ability are also supported through collaborative learning.

Finally, findings related that almost all learners' have a positive attitude regarding the role of collaborative learning to develop communication skills.

Finding Related to the Learners Participations in Collaborative Learning by Making Virtual Group

It was found that virtual group learning is the effective technique for collaborative learning to learn language easily by frequently joining group discussion through online, internet messenger, Facebook.

Likewise, it was found that, virtual learning is an alternative part for collaborative learning where learners can easily interact through different virtual mediums, so it can be done cooperatively.

Similarly, findings related that most of the respondents are in the favor of virtual learning. They believed it as the best way for collaboration to enhance the learners' communication skills, personal skills and social skills.

Moreover, it was found that for some learners virtual learning is just a waste of time, so they are not in favor of online collaboration.

Lastly, finding that learners have a positive attitude towards online medium collaboration. Also, related learners enjoy internet collaboration and take it as the best medium for learning.

Conclusions

As we know, collaborative learning is one of the best platforms for successful and meaningful learning. This study aimed to explore the role of collaborative learning for developing communication skill of and to study the collaborative learning culture among the M Ed students. It is one of the learning approach as well as technique which involve joint intellectual effort by more than two or more people together. Si, from the data we collected we come to find that almost all of the learners are highly involved in collaborative learning with purposes of doing class preparation, presentation for the exam preparation, presentation and for the completion of the project and group work.

It's analyzed data and it can be concluded that collaborative learning plays a positive role to make Students' Independent learner. It becomes more creative, socialized as well as responsible. It plays a very significant role in developing various

skills like language skills, social skills and personal skills. They perceived collaborative learning as the more effective learning strategy than independent learning. The students mainly collaborate through the process of group formation, mutual understanding, critical thinking, learner- learner interaction, task division and so on. The participants believed that cooperation not only helps to learn skills related but it also helps to become more confident, active and cultured creative.

Later analyzing the learners' responses, I have realized that cooperative learning helps students to become responsible, improve the spirit of teamwork among the participants. I have also realized that collaborative learning can provide real situations for learners to communicate frequently that helps to develop communication skills. From the analyzed interviews I came to find that various sub skills of communication like pronunciation, accuracy, fluency, presentation skills as well as maturity developed.

To the analyzed data I concluded collaborative learning directly and indirectly contributes to developing communication skills. Thus, the findings of the study open my eyes on the value of collaborative learning which cannot be neglected in the teaching learning strategies. As saying '*twowaysarebetterthanoneway*' in the teaching learning process students have been actively participating in collegial discussion among friends whenever they have got a chance to put their ideas, feelings, thoughts and opinions on a common goal. The result of learning comes from the filtering of multiple ideas. My thoughts and its findings are met now.

To conclude the study, I realized that collaborative learning helps learners to become constructively and forwardly involved in group work. It plays its significance role for the learners to understand the contents, to develop confidence, to develop language skills, listening, speaking, reading and writing and more specifically communication. So, for the significance result, proper practice of collaborative learning is required. Even so, there are challenges of practicing cooperative learning.

Recommendations

Findings related from the analysis and interpretation of the learners' narratives I have concluded my research study. On the basis of thesis summary, conclusions I have recommended the major implication of the study into following different three subtitles;

Policy level

It is the government's action to formulate the rules, regulation and systems regarding any particular institution, person or nation. Rules and regulations from the government help to systematize every activity regarding collaborative learning for this study. On the basis of findings of the study, the following policy level recommendation can be made here:

Data shows collaborative learning is a very effective method of learning to learners. It should be used as a basic method of teaching in schools and universities.

Findings show that learners practice collaborative learning for the preparation of assignments, class presentation, group work and exam preparation. So, it can be suggested to the policy makers that practices of collaborative learning are to be kept as a basic requirement of the learners and teachers for teaching and learning.

The findings show that without a supportive environment collaborative learning becomes impossible, so it can be suggested to the teachers to provide a supportive environment to the learners for successful and meaningful learning.

There were very limited programs and policies to address collaborative learning at university level. So, we should formulate a policy regarding the teaching of different skills and subject matter through collaboration.

Practice level

Collaborative learning is the platform of the learners for more interactions. This study shows that many of the learners agreed that collaborative learning helps to develop the communication skills, knowledge as well as social skills of the learners so, the government should have a collaborative learning policy and practice to get better teaching and learning activities. To develop communication skills of the learners through collaborative learning, some practice level suggestions have been made in the following.

Administrative parts must be responsible for maintaining collaborative learning culture at that university level.

Teachers should use different collaborative activities like group work, pair-work language games in their classroom while teaching language skills.

Department of head should provide a collaborative environment for initiating and implementing effective collaborative learning at the master level.

Findings show that the teachers' role as a facilitator in collaborative learning, So, the learners should not be involved in traditional methods of teaching and learning like: lecture explanation etc. instead of that they should be equipped with enough time and tools to plan different cooperative activities.

Learners must collaborate with the relative university learners.

Further research related

The new researcher can carry out their study with the help of this study. This study was limited to explore the role of collaborative learning for developing communication skills of M Ed learners and to study the collaborative learning culture among the M Ed. learner. This research, as a narrative design, could not include large-scale of simple, therefore, there are limitations in this study in terms of its area, as only one district (Kathmandu) was included. So, further research may focus on the following areas:

Further research can investigate perceptions of M.Ed. learners towards the benefits and it's implications of collaborative learning for developing communication skills.

Regarding, they can research challenges on collaborative learning culture for developing communication skills of M.Ed. learners.

That is why, they can research the role of administrative bodies in collaborative learning culture for developing communication skills of learners.

Further research can investigate the improvement of communication skills through collaborative learning.

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Appendix I

Dear Informant,

These Students' narrative guidelines have been prepared to draw data or information for the research work entitled **Role of Collaborative Learning for Developing Communication skill of M.Ed. Students: A Narrative Inquiry under The Supervision Professor Dr. Bal Mukunda Bhandari**, the Central Department of English education, T.U. Kirtipur. This study attempts to explore the role of Collaborative learning for developing communication skills of M.Ed. students and to study the Collaborative learning culture among M.Ed. Students in Tribhuvan University of Nepal.

Therefore, your kind collaboration in responding to all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the Study. Please feel free to express yourselves. I assure you that any information that you provide will be kept highly confidential and will be used only for this research purpose .

Thank you for your valuable Time!

Researcher:

Kabita Kumari Thapa

M.Ed. fourth semester

Department of English Education

Tribhuvan University,

Kirtipur, Kathmandu

Appendix II

General Interview Guidelines

The interview questionnaire will be prepared to collect the data or information for the research work entitled **Role of Collaborative Learning for Developing Communication Skill of M.Ed. Students: A Narrative Inquiry**, under the Supervision of **Dr. Bal Mukunda Bhandari**, Professor at Department of English Education, T.U, Kirtipur, Kathmandu Nepal. I hope that the information will collaborate by providing invaluable information to accomplish my research.

Interview Guidelines

Personal background: experiences of English language learning.

Concept of Collaborative learning.

Concept of communication Skill

Role of Collaborative learning for developing communication skills of M.Ed. Students.

Role of the different Process of Collaborative learning for developing communication skills of students.

Support from school administrative bodies, Head of department and other teachers to maintain Collaborative learning environment in the classroom.

Relationship between Collaborative learning and communication skill development.

Students' involvement in Collaborative learning by applying virtual learning.

Appendix- III

Interview-1

Name: S1

Qualification: Master of Education

1. Would you please share your opinions regarding English language learning ?

Respondent: Since my mother tongue is Doteli, I learned English and even Nepali language as my second language. I struggle a lot to learn the English language. Well, I was a student at a government school so I learned the English alphabet from class four and there was no particular English teacher for English subjects. I remember, the social teacher used to teach us English. When I was in Seventh or Eighth class, the teacher used to teach English stories and vocabulary through Nepali medium and I also used to learn them in Nepali. I can say that time for us English means grammar. So ,yes it was really hard for me to learn English because there was no competent English teacher as well as an English language learning environment and Doteli language was frequently used in the English classroom. When I was in tenth standard it was quite hard for me to speak even basic English language chunks with others as well as to interact with teachers in English language. So when I passed SLC then I took English as my major subject and started to learn and speak in the English language. Then slowly and gradually my English gets developed.

2. What do you think about collaborative learning?

Respondent: Yes, I know that collaborative learning is a group learning activity prepared in such a way, which makes learning more dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own learning and the learner is motivated to enhance other peers' learning. It is based on a student-centered method. It helps the students to involve more interaction, maintain social relationship between learners and teacher, reduce the hesitation towards speaking, and motivate the learners to participate in work actively. .It helps the teacher to build a positive relationship among students. I think it has a positive effect on the academic achievement of the students as well as communication skill development. It raises the achievement of all students including those who are gifted for academic weakness inside and outside the

classroom. So it is an opportunity to develop communication with all levels of students.

3. So please, in your opinion, what about communication skills ?

Respondent: Communication is a productive skill like writing but communication occurs in an oral mode. It takes place in different situations where we are conveying the message verbally and nonverbally. It is an important skill which people need for their day to day communication. Environment also plays an important role in communication skills, because people around the learners are able to communicate well. It will be simply for the learners to imitate their way of communication.

4. In M.Ed. students for developing communication skills what role does collaborative learning play ? Please share your ideas.

Respondent: Well, definitely I think collaborative learning plays a crucial role in developing different aspects of communication skills. I started learning in collaboration when I joined the semester system in master level. To be honest, from collaborative learning I got the better chance to foster my knowledge and confidence level than earlier. Collaborative learning helped me to extend my knowledge level, my confidence, different language skills while doing assignments, classroom participation, presentation, group work. Similarly, collaborative learning provided me an opportunity to share my personal views to others, develop my confidence, accuracy and fluency of my language. Actually, before participating in collaborative learning I had very limited knowledge about the proper use of language and about proper pronunciation, but collaborative learning supported me to develop my fluency and accuracy level. By imitating others in a group and sharing ideas with others I developed myself as a good English speaker. So, I can say collaborative learning always plays a positive role in developing communication skills.

5. Please, could you say something about the various processes of collaborative learning and which process of learning do you prefer for effective collaboration?

Respondent: Yes, there are various processes of collaborative learning, but I prefer group formation for doing collaborative learning. I always believe "two heads are better than one head". So, I think group formation is one of the best processes for

collaborative learning where more than two people are involved in a group and get opportunities to discuss our problems with each other. Similarly, through this process we can easily interact and openly share our vision, ideas, perceptions, information, opinion and messages and we can also notice others' ideas and techniques of learning and communication. I have learned and noticed lots of learning techniques through this process while doing different group assignments, presentations and group work. So, I think this process is the best process for collaborative learning.

6. Do you know about collaborative learning and communication skills?

Respondent: Well, I know collaborative learning and communication skills are interrelated with each other. It is in the sense that when we participate in group learning there are more chances of interaction and communication gets developed. I mean to say, in collaborative learning we get a chance to share our views, opinions, ideas, emotions with one another and it helps us to develop self-confidence, pronunciation and other aspects of communication like, accuracy, fluency and so on. I think communication skills are best developed through communication, so it is obvious that they have a close link with one another.

7. In your head of department, school administrative bodies and others professors and teachers in what ways your supports you to maintain collaborative learning environment inside or outside the classroom

Respondent: Yes, it is an interesting question, the support of the head of department administrative parts and assistant teachers are very essential in collaborative learning and by organizing different conferences like ELT, NELTA to increase English language speaking is very fluently. As we need support from professors, departmental heads, experts, and administrative parts at school and university. I feel very lucky that I have got big support from all of my teachers and administrative staff for my learning. I have got lots of motivation, encouragement, counseling, inspirations, suggestions and kinds of collaboration from teachers and school administration for maintaining collaborative learning continuously inside or outside the classroom. Beside this, they have also paid attention to improving the situation of physical facilities by managing ICT facilities which help us to expand our knowledge globally. Moreover, some teachers also made me feel that they are like my parents. So, I was

totally supported by teachers, head of department, all students, friends and administration regularly for my learning.

8. Could you share your experiences on using virtual groups for collaborative learning? And how often do you practice it for collaboration?

Respondent: Well, most of the time we do collaborative work by sitting together but it is not possible all the time. So, sometimes we also collaborate through social media like closed messenger groups, group video calls. As you know, nowadays social media has become part of our lives so we can say it is one of the best mediums for learning. So we also use it for collaborative learning especially when we are far from each other and think social media is a very helpful means for collaboration. So we should use it for good reasons, especially in the time of lockdown we must use online classes.

Interview- 2**Name- S2****Qualification : Master in English Education****1. Could you please, share your experiences of English language learning**

Respondent: Well, I started learning English from the very beginning in my home. My father was an English teacher. He always focused me to study and motivated me to learn how to speak English,(from L.k.G.) but my English language learning experience was really interesting. When I started to learn English, I was from Baitadi district. It felt amazing because I was familiar with my family members. My grandma also encouraged me to learn English and I became easily familiar with friends in the classroom because I had joined my school in Baitadi district in my homeland. So, it was interesting for me to adjust in a new environment. My mother tongue was Doteli so I faced many difficulties in a new place but supported my father and grandma. Our teacher used to speak English in the classroom and I could understand the English language properly. It takes almost seven or eight years to learn basic sentences in English. I was able to speak English very easily because of my interest in my positive family environment. When I passed SLC I chose an English subject for my supportive parents. So, yes, it was really interesting in the beginning and later I was easily involved with teachers and friends and we learned to collaborate with them. Then, I improved my English language very well.

2. Could you please share your ideas on communication skills ?

Respondent: Yes, In my perception communication skills is the ability of delivering language through the mouth by using different parts of our body, including the vocal cords, vocal tract, and tongue. It is important to deliver our message, opinion, emotions, problems, views, information, knowledge and ideas properly and is an essential skill that language learners have to master with some language skills.

3. Would you mind saying something about collaborative learning ?

Respondent: In my way, Collaborative learning is a fruitful method of teaching and learning language, where students work together and share their understanding which strengthens all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which has a positive effect on their

language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think- pair- share techniques.

4. In your opinion, what role does collaborative learning play for developing communication skills of M.Ed. students ?

Respondent: I know collaborative learning plays a crucial role in developing different aspects of communication skills. I started learning in collaboration when I joined the semester system in master level. To be honest, from collaborative learning I got the better chance to foster my knowledge and confidence level than earlier. Collaborative learning helped me to extend my knowledge level, my confidence, different language skills while doing assignments, classroom presentation and group works. Similarly, collaborative learning provided me an opportunity to share my personal views to others, develop my confidence, accuracy and fluency of my language. Actually, before participating in collaborative learning I had very limited knowledge about the proper use of language and about proper pronunciation, but collaborative learning supported me to develop my fluency and accuracy level. By imitating others in a group and sharing ideas with others I developed myself as a good English speaker. So, I can say collaborative learning always plays a positive role in developing communication skills.

5. In your opinion, how does a different process of collaborative learning help for developing communication skills? And which process of collaborative learning do you prefer for effective collaboration ?

Respondent: No doubt, there are various strategies of collaborative learning. I basically prefer sharing as a good process where we can easily share ideas, opinions, visions, and information about certain topics. In collaborative learning, sharing is very important because without sharing is the main concept of collaborative learning. I have used this process to complete the assignment, group presentation, and different other group tasks. I have frequently shared my ideas with others while doing group work and got new knowledge from others in the group. Sharing ideas also helped me to develop my confidence, fluency and accuracy of speaking. Actually, this technique

helped me a lot to develop my communication skills and social skills. I think sharing is one of the best processes to foster collaborative learning.

6. Would you mind saying something about the relationship between collaborative learning and communication skill ?

Respondent: Collaborative learning and communication skill development are interrelated. Collaborative learning has brought positive changes in my English language learning. Besides that, group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentation I got the chance to interact which helps me to develop my communication skill. Actually, before participating in collaborative learning my English was so usual but involving in it helped me a lot to foster myself. After participating in group learning I knew how to speak, where to communicate and when to speak language properly. So, I think without collaborative learning my communication skill would not be developed. So, from my own experience I can say that collaborative learning directly and indirectly fosters communication. So, they both are connected.

7. Would you mind please, share your experiences on 'using virtual groups' for collaborative learning? And how often do you practice for collaboration?

Respondent: Today the internet has become part of our lives and it has become a very easy medium for such learning. In my case, I sometimes use online mediums, especially social media for collaborative learning. We first made a close facebook group for that and we discussed our problem there, in the time if COVID lockdown we must be used to online courses. She further says that we can upgrade our knowledge as well as personal identity through online.

8. In what way do your school administrative bodies, head of department and other teachers support you to maintain a collaborative learning environment inside or outside the classroom ?

Respondent: Well, being a student we need support from teachers, in each and every moment of learning. I believe the support of teachers, school administration is important for students to have good language growth. In this case, I feel great that I

got very good support from all my teachers and school administration in the course of learning, and organizing ELT conferences, NELTA conferences .I remember when I joined Med my teacher told us sharing and caring is the most important thing while doing any work. We all friends used to discuss difficult topics inside and outside the classroom. Teachers and the head of department also supported me while doing assignments, during presentations. Besides, this teacher also helps me whenever I have any problem related to content. Similarly, the head of department helped me by providing good physical facilities, learning environments, policies but there were not satisfactory facilities provided by administrative bodies for collaborative learning.

Interview- 3**Name: S3****Qualification: Master in English Education****1. Would you please share your experience about English? Language learning?**

Respondent: My journey to learn English started with little struggle but later I learned the English language easily because my Parents always supported me and my father was a teacher and they helped me to foster English speaking by creating a friendly environment at home. When I was very young, I used to talk with them in broken English and they used to correct me and I used to imitate how they pronounce words and all. Later, I had also joined the English language classroom and there I got more opportunities to interact with others. I was very close with my English teacher since my secondary education, so I got more chances to improve my English language easily. I remembered, when we have any problem we used to discuss in a group, work in a group to solve the problem . So due to my supportive family, teacher and my friends I did not face more difficulties in learning. English language.

2. Could you please share your ideas on communication skills ?

Respondent: Yes ! I believe, communication skill is an ability to communicate messages properly. It is a compound process of sending and receiving messages through the use of vocal terms. However, it can be verbal or nonverbal symbols such as gestures and facial expressions in various situations.

3. Would you mind saying something about collaborative learning?

Respondent: In my opinion, collaborative learning is a fruitful technique of teaching and learning language. Where students work together and share their understanding which strengthens all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which has a positive effect on their language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, pair work, and think-pair-share techniques.

4. In your opinion what role does collaborative learning play for developing communication skills of M.Ed. students ?

Respondent: Obviously, collaborative learning is beneficial for learning the English language because it allows students to interact with others for sharing their views, information, ideas, problems, and reflection, which directly and indirectly help students develop different language skills. I think there must be collaboration between student- students and students- teachers in the classroom because it provides learners with lots of opportunities to develop themselves as good speakers as well as learners. I believe collaborative learning is not only important for developing communication skills rather to develop various social skills as well as others language skills. Well, what I mean to say is if there is a high possibility of developing communication I personally believe language cannot learn in a vacuum. So, we need to have more interaction in a group.

5. In your opinion, how does a different process of collaborative learning help for developing communication skills ? And which process of collaborative learning do you prefer for effective collaboration?

Respondent: I think there is no hard and fast process for collaborative learning. There can be a number of processes through which we can collaborate for learning language. I prefer group discussion as a good one for developing my communication skill because in group discussion each member in the group has to communicate to share their ideas, opinions on certain topics which helps them to develop communication skill and other social skills too. I like this process because in this process introverted or shy students also get the opportunity to communicate and share ideas, views in groups. I remember one event when I was involved in group discussion for the first time. I was so nervous to speak and due to my shy nature I could not get the opportunity to speak. Later, my friend helped me to come out from this problem and then I started involving in discussion. So, I think group discussion is the best process for developing communication skills especially. So, I think group discussion is only one technique which provides equal opportunity to each member in a group to communicate so that they are able to develop language skill.

6. Please, say something about relationships between collaborative learning and communication skills development.

Respondent: Obviously, there is a close connection between collaborative learning and communication skills development. Actually, if I have to say in Nepali; "Nang ra maasu ko jasto sambandha chha." Beside this I think communication skills are directly and indirectly fostered through collaborative learning. From my experience I can say that collaborative learning plays a vital role for developing communication skills because it provides students with lots of opportunities to share their ideas with other. It forces them to speak and share knowledge in groups with others. So, they can frequently communicate with one another and communication skills get developed. I think it also develops communicative ability, confidence, fluency and accuracy level as well. That's why I believe they both have a very close connection (S1).

7. In what way supports school administrative bodies, heads of department, and other teachers to maintain collaborative learning environments inside and outside the classroom.

Respondent: Well, I think the support of the school administration and the whole school team is very important for student's learning because school is the place where students 'can get a suitable environment for their study. In collaborative learning also the support of the school team is very important. It is important to create a good physical as well as psychological environment for learning. Well, in the course of my learning I was fully supported by teachers, and the whole school team. I would not be here today. Yes, the depart head helped us by managing the physical structure of our class, by providing a suitable routine for teachers and teachers ' also helped me by providing good guidance, counseling and support. So, I have to say I was fully supported by teachers and the whole school team whenever I needed it, and I think the whole school team plays a very significant role in students ' learning.

8. Would you mind please, share your experiences on 'using virtual groups for collaborative learning? And how often do you practice it for collaboration ?

Respondent: To be honest I personally believe online learning is not as effective as face to face learning of course, this is 21st century, the era of ICT and I do use internet for many purposes but I do believe that virtual learning is a good way but not best way of learning in country like Nepal, where there is no proper access of internet. I think it is not even possible in every situation. So most of the time I prefer face to face learning, but sometimes I also use virtual learning too.

Interview -4**Name: S4****Qualification: Maser in English Education****1. Would you please share your experiences? about learning English language learning?**

Respondent: I started learning English from the very beginning from pre primary but the English language learning experience was really challenging. When I started to learn English I felt very confused because I was unfamiliar with other friends in the classroom because I have joined my school in Baglung district for me to adjust in a new school environment as well as friends. I didn't get more opportunities to learn but I am a hardworking student and my parents also support me. After SLC my parents forced me to read Science but choose an English subject for my career and now my English education study journey is going very well in TU.

2. What do you think about of collaborative learning

Respondent: Collaborative learning is a fruitful method of teaching and learning language, where students work together and share their understanding which strengthens all the members of the group. It gives the students more opportunities to listen, talk, discuss and express their opinion which has a positive effect on their language skills. Moreover, it also provides the chance to discover new techniques to learn language easily, also provides the chance to correct their errors and exceed the level of natural learning to the potential level of learning through interaction which can be achieved through group work, and think- pair- share techniques.

3. Would you please share your idea what do you understand about communication skill

Respondent: Actually, communication skill is a productive skill, like any other skill. It is more difficult that it appears at first and contains more than just pronouncing words. Basically it has come to be the main feature of language when learning the language. Environment also plays an important role in communication skill, because people around the learners are able to speak well. It will be simply for the learners to imitate their way of communication.

4. In your experiences, what role does collaborative learning play for developing the communication skill of M.Ed. students.

Respondent: Yes, definitely, through collaborative learning I got chances to interact with my friends. It helps me to reduce my anxiety of communication in English and also develop my self-confidence. To be honest, through collaborative learning I developed overall language learning. Collaborative learning helps me to enrich my English vocabulary, fluency and accuracy in English. Beside this, collaborative learning also supported me to develop social skills like to behave with friends, to be socialized, to respect others views and opinions, to stay calm. So in my view collaborative learning plays a crucial role in developing many aspects of communication skills.

5. In your opinion, how does a different process of collaborative learning help for developing communication skills ? And which process of collaborative learning do you prefer for effective collaboration ?

Respondent: All the processes of collaborative learning are equally important for us for collaborative learning but I basically use 'Task division ' as the best process. In this process the whole task is divided to all the group members equally and students have to complete the task given to them. I prefer this because in this process each member in the group has equal responsibility to complete the task and show his/her creativity. Using this process, I have learned how to solve language related problems, how to speak, how to work in a group, how to complete tasks in time, how to handle difficulties, how to take responsibility, and how to behave friendly. Beside this,I also got more knowledge on grammar, pronunciation. So, in my view, the task division process is an effective one for collaborative learning.

6. Would you please say something about relationships between collaborative learning and communication skill ?

Respondent: Collaborative learning and communication skills are correlated with each other. It is in the sense that when participating in group learning there are more chances of interaction and communication gets developed. I mean to say, in collaborative operative learning we get chance to share our views opinion, ideas, emotions with one another and it helps us to develop self-confidence, pronunciation and other aspect of communication like accuracy, fluency and so on. I think

communication skill is developed through communication, so it is obvious that I think they have close link with one another.

7. In what way does school administrative bodies, heads of department and other teachers support you to maintain a collaborative learning environment inside and outside the classroom?

Respondent: It is very interesting, the support of school administrative bodies, teachers and depart head is very necessary in a collaborative learning. As we need support from our father, mother and seniors at our home in the same way we need the support of teachers, heads of department and administrative bodies at school. I feel very lucky that I have got big support from all of my teachers and all others for my learning. I have got lots of encouragement.

8. Would you mind please, share your idea about using ' virtual groups ' for collaborative learning? And how often do you practice for collaboration?

Respondent: To be honest, I personally believe online learning is not as effective as face to face learning. Of course, this is the 21st century, the era of ICT and I do use it for many purposes but I do believe virtual learning is a good way but not the best way of learning in a country like Nepal, where there is no proper access to the internet. I think it is not even possible in every situation. So most of the time I prefer face to face learning, but sometimes I also use virtual learning too.

Interview - 5**Name- S5****Qualification: Master in Education****1. Would you please share your experiences about English language learning?**

Respondent: Well, I started English as a second language, though it was my second language I didn't struggle much for learning, I was from a good school environment and my family also supported me as well as teachers also motivated me to learn the English language. I must say it was my fortune that I had my supportive family and friends. So, there was a very good environment for me to learn English at school as well as at home.

2. What do you understand about collaborative learning?

Respondent: In my perception, collaborative learning is one of the newly emerged teaching approaches. It provides the equal opportunity of participation among the students in group work. I think it is one kind of group learning activity where students work in small groups to solve the problem, complete a project. She also added collaborative learning is very essential for students because it provides equal opportunities for students to participate in a work which helps to develop the knowledge of language skills as well as social skills.

3. What do you understand about communication skills

Respondent: Communication is an interactive process of constructing meaning that involves producing and receiving and processing information. It takes place in different situations where we are conveying the message verbally and nonverbally. Communication is the most important skill to master for good communication.

4. In your experiences, what role does collaborative learning play for developing communication skills of M.Ed. students?

Respondent: Well, in my view collaborative learning has a positive effect in learning language because through collaborative learning I have enriched various languages as well as social skills. Before participating in collaborative learning my communication was so superficial, I could hardly talk with my friends in English but collaborative

learning develops my confidence and enriches my knowledge. Moreover, it also helps me to develop presentation skills, Writing skills, and especially different aspects of communication skills like pronunciation, accuracy. So, I think collaborative learning plays an important role for developing language learning and communication skills

5. In your opinion, how does different process collaborative learning help for developing communication skills ? And which process of collaborative learning do you prefer for effective collaboration ?

Respondent: Well, there are various ways of collaborative learning, but I prefer group formation for doing collaborative learning . I always believe " two heads are better than one head". So I think group formation is one of the best processes for collaborative learning where more than two people are involved in a group and get opportunities to discuss our problems with each other. Similarly, through this process we can easily interact and openly share our vision, ideas, perceptions, information, opinion and message and we can also notice others' ideas and techniques of learning and communication. I have learned and noticed lots of learning techniques through this process while doing different group assignments, presentations and group work. So, I think this process is the best process for collaborative learning.

6. Could you please say something about relationships between collaborative learning and communication skill development?

Respondent: Collaborative learning and communication skill development are interrelated. Collaborative learning has brought positive changes in my English language learning. Besides that, group learning has developed my creativity, responsibility towards the work. Participating in group work, pair work, project work, group assignments and presentations I got the chance to interact which helps me to develop my speaking skill. Actually, before participating in collaborative learning my English was so poor but when involved in group learning I knew how to speak, where to speak, and when to speak language properly. So, I think without collaborative learning my communication skill would not be developed. So, from my own experience I can say that collaborative learning directly and indirectly fosters communication skills. So, they both are connected.

7. In what way supports school administrative bodies, heads of department, and other teachers to maintain collaborative learning environments inside and outside the classroom.

Respondent: Well, the support of school is necessary for students' learning. School is the only place where students spend most of their time, so the support from school has a great effect on students' learning. In my case I always get supported and encouraged by my teachers and school teams. I was supported by my teachers to share my problems, ideas and opinions inside the classroom. Developing collaborative learning culture in school and universities requires support from the whole school family. The support is needed to maintain physical facilities and psychological environment. Actually, when I was involved in collaborative learning I got enough support from my teachers, departures and the whole school family by creating a good environment for learning. Moreover, some teachers also helped me outside the classroom as well. So, I can say that I was totally supported by teachers, head of department, all friends and administration regularly for my learning.

8. Would you mind please, share your experiences on using virtual groups for collaborative learning? And how often do you practice cooperation?

Respondent: Well, most of the time we do collaborative work by sitting together but it is not possible all the time. So, sometimes we also collaborate through social media like closed messenger groups, group video calls and Gmail accounts. As we know, nowadays social media has become part of our lives so we can say it is one of the best mediums for learning. So, we also use it for collaborative learning especially when we are far from each other and think social media is a very helpful means for collaboration. So we should use it for good reasons.