

2022

**Practices of Collaborative Learning in ELT Class at Secondary Level**

– AshaAryal

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

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

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## **Recommendation for Acceptance**

This is to certify that **Ms. Asha Aryal** has prepared this thesis entitled **Practices of Collaborative Learning in ELT Class at Secondary Level** under my guidance and supervision.

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## **Dedication**

Dedicated to

My parents and teachers whose blessings are with me forever.

## Declaration

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

Date: 17/05/2022

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AshaAryal

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**Asha Aryal**

## Abstract

This study entitled **Practices of Collaborative Learning in ELT Class at Secondary Level** was conducted to explore the extent of practices of collaborative learning in ELT classroom and to explore the activities used for collaborative learning in ELT class. I used survey as a research design. Fifty students were selected as participants. They were selected from different community schools of Kathmandu valley using simple random sampling procedure. In order to obtain the objectives, close ended and open-ended questionnaire were prepared and distributed. The data were analyzed statistically and thematically. The result revealed that group work, project work, think pair share, simulation, role play are the activities used in collaborative learning. Students also believed that collaborative learning in ELT classroom helps for the better understanding and developing communication skills in them. The findings showed that both the teacher and students should take active participation for making collaborative learning fruitful. Additionally, the study revealed that the teachers should build friendly relation, give equal opportunities and encourage students for the better learning and students should also build friendly relation, participate actively and understand the importance of collaborative learning.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of 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. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis and interpretation procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practiced related, and further research related recommendations based on the study. The references and the appendices are also included for the validation of the research at the end of the study.

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### Abbreviations

CL	-	Collaborative learning
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
i.e	-	That is
N	-	Number
SN	-	Serial Number
APA	-	American Psychological Association

## Chapter 1

### Introduction

This is the study on **Practices of Collaborative Learning in ELT Class at Secondary Level**. This part consists of 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 continues from birth to death. In the span of learning, the learner gets exposure in various ways of learning directly or indirectly. Sometimes learners learn by themselves and sometimes they learn from their friends and teachers by interacting. Collaborative learning is the educational approach of using groups to enhance learning through working together. The application of collaborative learning to classroom teaching finds its root in the 1970s when Israel and the United States began to design and study collaborative learning models for classroom context (Kessler, 1992). But the process of engaging in group with their friends is known as a collaborative learning. It is regarded as one of the best ways of learning of the 21<sup>st</sup> century. Collaborative learning is an educational approach to teaching and learning that involves group of the students working together to solve a problem, complete a task or create product (Fasawang, 2011, p.1).

Collaborative learning supports active students' involvement in the learning field (Lotfi as cited in AAOU conference 2009, p. 880). In collaborative learning, students are able to work together in a small group towards a shared learning goal. Collaborative learning emphasizes on collaborative efforts among students in their group along with the teachers' guidance. Students are accountable for their own and also responsible for the group members learning.

Similarly, Johnson and Johnson (1999) regarded collaborative learning as an instructional method in which learners at various performance levels work in a small group to achieve common goal. Collaborative learning can be defined as a set of teaching and learning strategies promoting students' collaboration in small groups in

order to optimize their own and each other's learning. And according to Gerlach (1994), "collaborative learning is based on the idea that learning is naturally social act in which the participants talk among themselves." Learners actively participate and they interact to each other to argue in common goal. Collaborative learning can occur peer to peer or in large groups. Pair learning, or peer instruction is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems.

Golub (as cited in B.L. Smith & J. T. Macgregor) points out, "collaborative learning has its main feature of a structure that allows for the students talk: students are supposed to talk with each other and it is in this talking that much of the learning occurs." The learners are responsible for one another's learning as well as their own. The success of one learner helps other students to be successful.

Over the last decades, research has demonstrated that collaborative learning can promote academic and social educational outcomes (Johnson, Johnson, & Smith, 2007; Slavin, 1996). But the practice of Collaborative Learning in the Nepalese context is not found to be effectively used in the real situation. The scholars 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 also increases the learner's interdependence among their friends. Learning theories also support in collaborative learning. Vygotsky, Piaget and Bandura's social learning advocate for the collaborative learning. Theories believe that peers can help each other in developing learning very much with social interaction, collaboration and social interdependence. But there always exists the gap between what teachers teach and what students learn that's why collaborative learning fills the existing gap.

Similarly, research also shows that the implementation of collaborative learning is not always adequate in daily classroom practice. There is the controversy in collaborative learning and its practice. For example, the ELT classroom is the mixture of different ability students. Some students want to do work with group or pair but some students don't want to work in such type of work which may create problems in the collaborative learning. In such a context, the real implementation of collaborative learning is not found to be effectively used though it is effective in teaching and learning.

Collaborative learning is the currently adopted as innovative teaching strategy for effective student-centered teaching and learning. In our country Nepal as well, this strategy is being widely adopted nowadays. The current practice of collaborative learning is being adopted in Tribhuvan University as well. Students are assigned assignments in groups for their internal evaluation. Similarly, the currently implemented innovative TE course (ELT Seminar and Report Writing Course) contains the critical collaboration as its soul. In order to practice critical collaborative professionalism and to develop the personal, social and professional skills, it engages student-teachers in different 3 collaborative activities such as workshops, seminars, conferences, presentations, critical discussions, collaborative reading, group writing, co-research and report writing. In each platform, teachers are completely independent for learning and take full charge for their personal, social and professional growth and development. The role of the tutors is to offer a list of topics and to facilitate as an experience learner in the group. All the activities in TE aim to raise the sense of professionalism along with creating positive feelings, mutual co-operation, and attitude towards their profession (Syllabus of ELT Seminar and Report Writing Course, 2017).

### **Statement of the Problem**

In the context of Nepal, English language is taught as a foreign language. Because of this fact, English language teaching (ELT) situation has been facing the problems like, traditional methods rules, teacher centered techniques, classroom diversity and crowded classrooms. Today's teaching and learning process is becoming more challenging because of emerging methods and techniques. There are lots of techniques emerged for effective teaching and learning. Studies like (Adhikari, 2010; Regmi, 2011; Poudel, 2015; and Giri, 2019) have shown that collaborative learning is one of the effective methods in the ELT. Collaborative language learning is a teaching method involving group of students to maximize their learning performance.

Most of the studies have shown that collaborative learning practice is fruitful in teaching and learning process. As our theories suggest for involving the students in students-centered techniques such as collaborative learning, group work, project work and field trip in teaching learning activities but in practice, there is lack of such

students-centered techniques. There is no consistency between theory and practice in our classroom. Although there have been carried out lots of research in the collaborative learning. However, in the contexts of Nepal, the actual practices and activities regarding collaborative learning are not considered. So, this research intends to induce an ongoing practice of collaborative learning in ELT classroom.

### **Objectives of the Study**

The main objectives of this study were:

- 1) To explore the extent of practices of collaborative learning in ELT classrooms at secondary level.
- 2) To explore the activities used for collaborative learning in ELT classrooms.

### **Research Questions**

The research questions of the study were as follows:

- 1) To what extent are students involved in collaborative learning?
- 2) How do secondary level students collaborate to each other to enhance their learning?
- 3) What are the different activities that students are practicing for collaborative learning?

### **Significance of the Study**

People have different skills, passions, and knowledge. Collaborative learning makes students with different backgrounds, race or upbringing to work together. Today, we can observe the huge growth in classroom technology, and with it, the introduction of new learning methodologies as well. One of the examples is collaborative learning.

This study can be beneficial for the learner to develop the higher-level thinking skills to promote the students' faculty interaction and formality in order to develop the communication skills, problem-solving skills, and inspire critical thinking. This study can be beneficial for the students who feel difficulty in learning

individually and beneficial for the teachers who want to use new technique to teach the content. This study can also be beneficial for every person who are directly or indirectly involved in teaching and learning field, especially in ELT.

### **Delimitations of the Study**

- ) My study was confined in terms of study area, population, sampling procedure, design and research tool.
- ) It was limited to the students who are learning at secondary level of five secondary schools in the Kathmandu valley.
- ) Only fifty students were the sample.
- ) Likewise, this study was confined to the mix method research design and the students were purposively selected following sampling procedure.
- ) This study was limited to the data collected through questionnaire (open ended and close ended) and observation.

### **Operational Definitions of the Key Terms**

In this study, the following terms have been used as the key terms with the given specific meanings:

***Activities.***A thing that a person or group does or has done.

***Collaborative learning.***Collaborative learning is an educational instructional method in which learners at various performance levels work in a small group to achieve common goal and complete the common task.

***ELT classroom.***A class where the teacher teaches English language to the students.

***Practice.***Practice refers to repeatedly exercise in or performance of an activity or skill so as to acquire or maintain proficiency in learning.

***Secondary level.***A classification of level from 8 to12.

## Chapter 2

### Review of Related Literature and Conceptual Framework

Review of literature is one of the most important parts of conducting research. The whole study was directly or indirectly supported by literature review. This chapter includes review of related theoretical literature, review of related empirical literature, implications of the review for the study and conceptual framework.

#### Review of Related Theoretical Literature

In this chapter, different theoretical concepts that are related to my study have been discussed. This theoretical framework facilitates the study by providing theoretical insights and supports.

**Collaborative learning.** Collaborative learning is a re-aculturative process which supports learners to become members of the knowledge communities whose common property is different from the common property of knowledge communities they already belong to (Oxford, 1997,p.443).

Smith and McGregor (1992, p.2) defined collaborative learning as an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Similarly, collaborative learning is the practice of segmenting students in to groups and having them work in specific roles according to their strengths. Collaborative learning is a method of teaching and learning in which students work in team together to explore a significant question or create a meaningful project. Collaborative learning promotes sense of professionalism, habit of think- pair- share and learn, sink and swim. "In collaborative learning, a group of people who share a concern a set of problems, or passion about a topic, which deepen their knowledge and expertise in this area by interacting on an ongoing basis." It means in the

collaborative learning, there must be the senses of shared common vision and professionalism. For this, there is the need of supportive environment and a good collaborative culture. Likewise, we can add the views of Johnson and Johnson (1990, p.2). According to them, collaborative learning is a relationship in a group of students which requires the five elements of collaborative learning;

- i) Positive interdependence (a sense of sink or swim together)
- ii) Face to face promotive interaction
- iii) Individual accountability (each of us has to contribute and learn)
- iv) Interpersonal skills (communication, trust, leadership, decision making)
- v) Conflict resolution and group processing (reflecting on how well the team is functioning and how to function even better)

Therefore, collaborative learning is a joint effort of all the group members and allows students to be critical in their thinking.

**Theories underlying on collaborative learning.** The theory related to collaborative language learning came from different theories and perspectives developed by prominent scholars: Vygotsky, Albert Bandura, Dewey and Karsley. The advocators of collaborative language learning assume that theories regarding collaborative learning have based on Dewey perspective, Karsley perspective, Vygotskian perspective, Bandura perspective.

***Karsley perspective (Engagement theory).*** Kearsley and Shneiderman indicate that Engagement Theory shares many of the features of other theoretical frameworks for learning, particularly constructivist and problem based learning approaches, however, they believe that “technology can facilitate engagement in ways which are difficult to achieve otherwise” (Kearsley&Shneidermanm, 1999). Engagement Theory specifically promotes student activities that “involve cognitive processes such as creating, problem-solving, reasoning, decision-making, and evaluation” in which students are “motivated to learn due to the meaningful nature of the learning environment and activities” (Kearsley&Shneiderman, 1999 as cited in M. Simons). An ICT environment, they claim, is best suited to provide a meaningful and authentic experience for students, one that can be configured to simulate the kinds of

experiences students will face outside of the classroom. Specifically, Engagement Theory comprises three components:

1. Relating: learning activities that occur in a group context
2. Creating: learning activities that are project-based
3. Donating: learning activities that have an outside (authentic) focus

Relating, that is, collaborative work, forces students to “clarify and verbalize their problems, thereby facilitating solutions” (Kearsley&Shneiderman, 1999).

Creating involves student participation in the development of their assessment tasks: “students have to define the project and focus their efforts on application of ideas to a specific context” (Kearsley&Shneiderman, 1999). Donating “stresses the value of making a useful contribution while learning” (Kearsley&Shneiderman, 1999), a feature that motivates learners because they are engaged with an activity they value.

***Dewey’s perspective (theory of learning by doing).***The strategies deal with active engagement of students in opportunity to learn through doing and reflection on those activities, which empower them to apply their theoretical knowledge to practical endeavors in a multitude of settings inside and outside of the classroom.

There is a wide range of the example of this model that is as followed:

- i. Laboratory, workshop or studio work
- ii. Apprenticeship
- iii. Problem based learning
- iv. Cased based learning
- v. Project based learning
- vi. Inquiry based learning
- vii. Co-operative (work or community based learning)

***Vygotskin's perspective.***The Vygotskian perspective to collaborative learning assumes that many collaborative group activities deserve a very define role to be played by actively directed learning, both in the cognitive development of individual human being and in the human culture. According to this perspective, collaborative learning is mainly based on the zone of proximal development (ZPD) which is

defined by Vygotsky as the discrepancy between student's actual developmental level and his /her potential level. Thus, learning is more accelerated through social interdependence. Furthermore, Vygotsky (1978) states:

The essential feature of learning is that it awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperative with his/her peers being the part of an environmental.

It is found that two students are able to complete a particular task when working together. Therefore, this perspective believes that peer can help each other in developing learning very much with social interaction, collaboration, positive and social interdependence.

***Bandura's social learning theory.*** Social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, emotional reactions of others from society and culture. Social learning theory assumes human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences. This perspective believes that learning emerges with behavioral perspective i.e. imitation and repetition from learning environmental based on reward and punishment. This theory emphasizes the fact that most of the information comes from our interaction with other people. Humanists, psychologists also support this perspective with the view that the collaborative learning focuses on ample benefits of collaborative learning and it contributes to increase self-esteem and improve ethnic relations. Social learning theory encompasses attention, memory and motivation. It covers cognitive and behavioral framework of learning.

**Elements of collaborative learning.** Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in team to accomplish a common goal, under conditions that include the following elements (as cited in Felder, R. M.; Brent, R. 2003).

***Positive interdependence.*** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences. Thus, students work in collaborative team with the essence of “*we sink or swim together*” to promote teambuilding activities and other tasks that deal explicitly with the development of social skills needed for effective teamwork.

***Individual accountability.*** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

***Face-to-face promotive interaction.*** Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another. Richards and Rodgers (1986, p.197), “Individual accountability involves both group and individual performance.” Therefore, the role of all the students is equally essential and fruitful for contributing in the classroom learning or task.

***Appropriate use of collaborative skills.*** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

***Group processing.*** Team members set group goals, periodically assess what they are doing well as a team, and identify changes that they will make to function more effectively in the future.

***Activities of collaborative learning.*** Collaborative learning differs from traditional teaching approaches because students work together rather than competing each other individually. It can take place any time students’ work together like when they help each other with homework or when students work together in a same place on a structure project in a small group. Similarly, collaborative learning is the educational approach of using groups to enhance learning through working together. The group of two or more learners work together to solve problems, complete tasks or learn new concepts. Likewise, this approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures. The learners work with each other on projects where they must collaborate as

a group to understand the concepts being presented to them. The secondary level teachers can use the following activities in their classroom to make students active with collaborative learning. Davidson, N. and Worsham, T. (1992) as cited in <https://tltc.umd.edu/active-and-collaborative-learning> have mentioned following activities for collaborative learning.

***Think-pair-share.*** Under this activity, students perform following tasks:

- i. Give students a discussion prompt, question, short problem, or issue to consider.
- ii. Individuals work briefly on a response.
- iii. Peers report their responses to each other in pairs.
- iv. Some (or all) pairs summarize their discussion for the large group.

Think-pair-share is a low-stakes, low-effort strategy for active learning and abbreviated collaboration. Students must work independently, communicate their ideas to peers, consider peer responses, and share that discussion in a way that begins to synthesize an exchange. While it is unlikely that all pairs in a class will have the opportunity for the last step, calling on random pairs means that should be prepared. Think-pair-share requires that students act, instead of passively listening.

***Problem-based learning (PBL).*** It introduces a specific problem to students, usually in groups, over an extended period, and requires that they understand the problem and begin to propose a response or solution. PBL begins to approximate the sort of work scholars do (think of the “problem” as a sort of research question), as well as the way students may need to approach problems in their lives after higher education.

***Guided Design.*** It is a type of PBL, leads students through steps as they work on a problem. So, for instance, groups might do preliminary research and report back simultaneously, identify stakeholders and report back simultaneously, propose compromises and report back simultaneously.

**Case studies.** Case study provides students with sample problems from experience. So, for instance, students in microbiology might propose a response to a waterborne viral outbreak.

**Simulations.** Students adopt roles as they perform the work of a problem-solving group. Students of government and politics, for example, might take on the roles of business owners, city council members, and neighborhood advocates in a zoning dispute.

**Pair teaching.** This is a very effective means for both the student teacher and student learner to learn new concepts or reinforce concepts with which they are familiar. One example of pair teaching is tutoring, which means guiding the learning of a newer student. This can be as informal as a brief discussion in which a student explains a concept or clarifies a misunderstanding. Supplementary instruction is the extended guidance that students receive over an entire course from a secondary source e.g. a tutor. The presentations ask students to communicate course material to their peers effectively. This requires more than restating content or paraphrasing the day's readings.

**Small group discussion.** Students are offered the chance to interact with pairs, to listen, and to teach. Effective small group discussion is guided by clear directions and asks students to share a product (a summary of discussion, a consensus view with minority report, or even a critique of the discussion prompt).

**Pair editing.** Pair editing guides students as they review each other's' drafts of written work. This foundation of the craft of academic writing serves to teach both editor (who must learn to read critically and communicate criticism) and writer (who must learn to consume, evaluate, and incorporate feedback). When requiring peer editing, articulate clear expectations, instead of simply asking students to read and evaluate writing (e.g., have them identify a thesis statement and assess the strength of the writer's evidence).

**Jigsaw strategy.** Jigsaw breaks problems into small parts and assigns parts to groups who report back, contributing a piece of the puzzle's solution. For example, each student in a group might be assigned a distinct article to read on a shared topic or

issue; each would present that article to the group in preparation for a synthesis of all articles.

While there is of course some resistance to collaborative learning (think, for example, of your own experiences carrying the weight of the group whose participants may have not all contributed equitably), when planned carefully, it helps to satisfy a number of goals. It requires active learning, in which students must engage with course material in ways lecturing alone cannot support. It takes advantage of the notion that teaching is learning and provides a structure for peer teaching. It supports multiple learning styles by adopting a heterogeneous approach (some students write, some discuss, some edit, some listen and synthesize, some move around to gather findings from different pairs). Finally, by simply unsettling what students are often used to (e.g., extended lectures with little or no contribution from inactive students), collaborative learning reminds students that learning requires more than listening, and that reminder may be an early step toward metacognition, the practice of thinking about (and recognizing) how we learn.

This instruction, the question posted is typically a conceptually based multiple choice question. Students think about their answer and vote on a response before turning to neighbor to discuss. Students can change their answers after discussion, and sharing is accomplished by the instructor revealing the graph of student response and using this as a stimulus for large class discussion. This approach is particularly well-adopted for large classes.

### **Review of Empirical Literature**

Research needs the knowledge of previous background which helps for the further study and find out the new findings or new ideas. Many books, articles and reports have been written on the selected area but there is very little research work carried out in this area that I have selected in the department of English education of TU. Thus, some of the previous research works has been reviewed below.

Wee and Jacobs (2006) conducted action research on "Implementing Cooperative Learning with Secondary School Students." Through this study, Sheila tries to explore different cooperative learning activities and experiments them in the

secondary level school. Sheila experimented different activities for cooperative learning such as; think-pair-share, write-pair-share with suitable seating arrangements and group size and types.

Likewise, Lotfi (2009) carried out research on "Collaborative Learning for Secondary School: A Study on Important Features for Learners and Teachers at Secondary Schools". The purpose of the study was to find out the essential features on collaborative software, particularly on Secondary School and Pre-University learners' participants. It also aimed to find out how to use collaborative software to do homework and projects together in separate places and also to improve the learning skills. The instruments used to gather data were interviews and a survey. The data collected was then subjected to statistical analysis. The findings gathered and analyzed in Educational Complex of Imam Khomeini Kuala Lumpur were found to satisfy the involvement of collaborative learning at home. Collaborative learning can be put into practice to enhance learning and teaching. The respondents perceived the positive effect of collaborative learning features tested. Generally, the respondents were willing to consider Collaborative learning as they planned to do their homework and projects together for better learning effectiveness. The two main criteria for choosing collaborative software were its software contents and web page accessibility.

Similarly, Pichet P. (2011) conducted research on "The Effects of Using Collaborative Learning to Enhance Students' "English Speaking Achievement." Based on his experimental research he has written a journal article. This study aims to investigate the effect of using collaborative learning to enhance speaking achievement. The study was conducted using a pre-test and post-test design on 35 undergraduate students enrolled in a fundamental English course at Bangkok University to examine their speaking achievement on an English oral test before and after they had participated in provided instructional task based on collaborative learning. To explore the students' views on the use of the collaborative learning, all of the students were asked to complete a student's diary after finishing each task, fill in a four-scale rating questionnaire and join a semi-structured interview at the end of the course. The data were analyzed by frequency, means, standard deviation, T-test, effect size and content analysis. The findings reveal the improvement of the student's

speaking performance and positive feedback from the students on the use of collaborative learning activities.

Similarly, Spear C. (1994) conducted research entitled “teacher perception of ability grouping practices in middle level school”. The main purpose of this study was to determine middle school teachers’ perception on ability grouping. The researcher adopted qualitative research methodology. This study identified teacher’s reason for relating or eliminating ability grouping. The researcher collected the data from 31 teachers. This study provided advantages and disadvantages of ability grouping as well as alternative grouping practices.

Moreover, Janssen and Wubbels (2018) carried out a study on “Collaborative learning practices: teacher and student perceive obstacles to effective student collaboration”. The main objectives of this study were to find out the teachers and students perceived obstacles to students’ collaboration. In this study, 19 teachers and 23 students were taken as sample and Interview was main tool in this study. This program was conducted in bachelor program (all year). This study was based on grounded theory analysis, four common obstacles to collaboration were identified: students’ lack of collaborative skills, free reading competence status and friendship. This study showed three interrelated antecedents that contributed to these obstacles.

In the same way, Regmi (2011) conducted research on "Collaborative Learning for the Development of Vocabulary." The main objectives of the study were to find out the effectiveness of collaborative learning in learning vocabulary. The researcher adopted survey research design and the population for this study was 40 private school secondary level students and ten English language teachers from Pokhara Valley. A non-random judgmental sampling strategy was used as sampling procedures. Questionnaire was used as the major tool for the data collection. His findings were that 90% of secondary level students have positive attitude towards collaborative learning and 60% of them are provided with a supportive and favorable environment for collaborative learning with in their institutions.

Poudel (2015) carried out research on "Teachers Perception on and Practices of Collaborative Learning Developing in Speaking Skill" by adopting a survey research design and purposive sampling procedures. His aim was to find out the

teachers' perception on practices of collaborative learning in developing speaking skill. Questionnaire and classroom observation were the tools for data collection. The population for the study was 20 secondary level English teachers from Taplejung district. The finding of this study showed that collaborative learning provided opportunity for learners to develop successful learning and communicative strategies. Similarly, 70% teachers agreed that working in pairs and groups students could increase their fluency and command over speaking skill. Although, collaborative learning is important in developing speaking skill, it was found that only 66.67% English teachers were interested in creating environment of collaboration for teaching this skill. Likewise, it was also found that teachers rarely used collaborative games in developing speaking skills of the students.

Moreover, Giri (2019) conducted research on "Collaborative Learning Practices among M.Ed. students". The main objectives of this research were to find out the practice of collaborative learning among M.Ed. students and to explore the role of collaborative practices in their learning. The research was based on survey research design. All M.Ed. level students of Department of English Education were the population of the study. Among them, 45 students were selected as sample by using non-random purposive sampling procedures. The main tool for the data collection was questionnaire. Both primary and secondary sources of data were used for this study. The findings of the study showed that the students were involved in collaborative learning practices through the process of group formation, task division, mutual understanding, team reflection, sharing to each other, managing the time and student-student interaction. The students viewed that the role of collaborative learning is for getting detailed understanding of the content, for preparation of class presentations, assignments and project works to make them self-motivated.

The research carried out by Regmi (2011) helped me a lot to understand about the concept of collaborative learning and its importance in ELT and learning. Similarly, Poudel (2015) helped me to specify my research problem and gap. On the other hand, Giri (2019) assisted me to shape my research design and methodology. In a nutshell, these articles helped me to shape my overall study and provided the skills to conduct my study effectively and easily.

Collaborative learning enhances students speaking skill, develop students' competence and create positive learning atmosphere in the language classroom. In the same way, different types of cooperative learning activities can be conducted for secondary level students in English language classes and techniques for managing the class to conduct the cooperative learning activities.

The above mentioned studies supported me to bridge the gap. In the case of secondary level, no one has conducted the same kind of study yet. So, this review of study inspired me to conduct the research paper on this area. I used embedded design (mixed method) to find out the collaborative learning practice in ELT classroom. All the previous researcher uses interview, questionnaire and observation as the tools for data collections but I used questionnaire (open ended and close ended) for data collections.

Thus, my research study was different from other researchers because my study was to identify the practice of collaborative learning in students at secondary level. Through this study, I tried to explore the activities of collaborative learning in ELT classroom and investigated the practice of collaborative learning in ELT Classroom.

### **Implications of the Review for the Study**

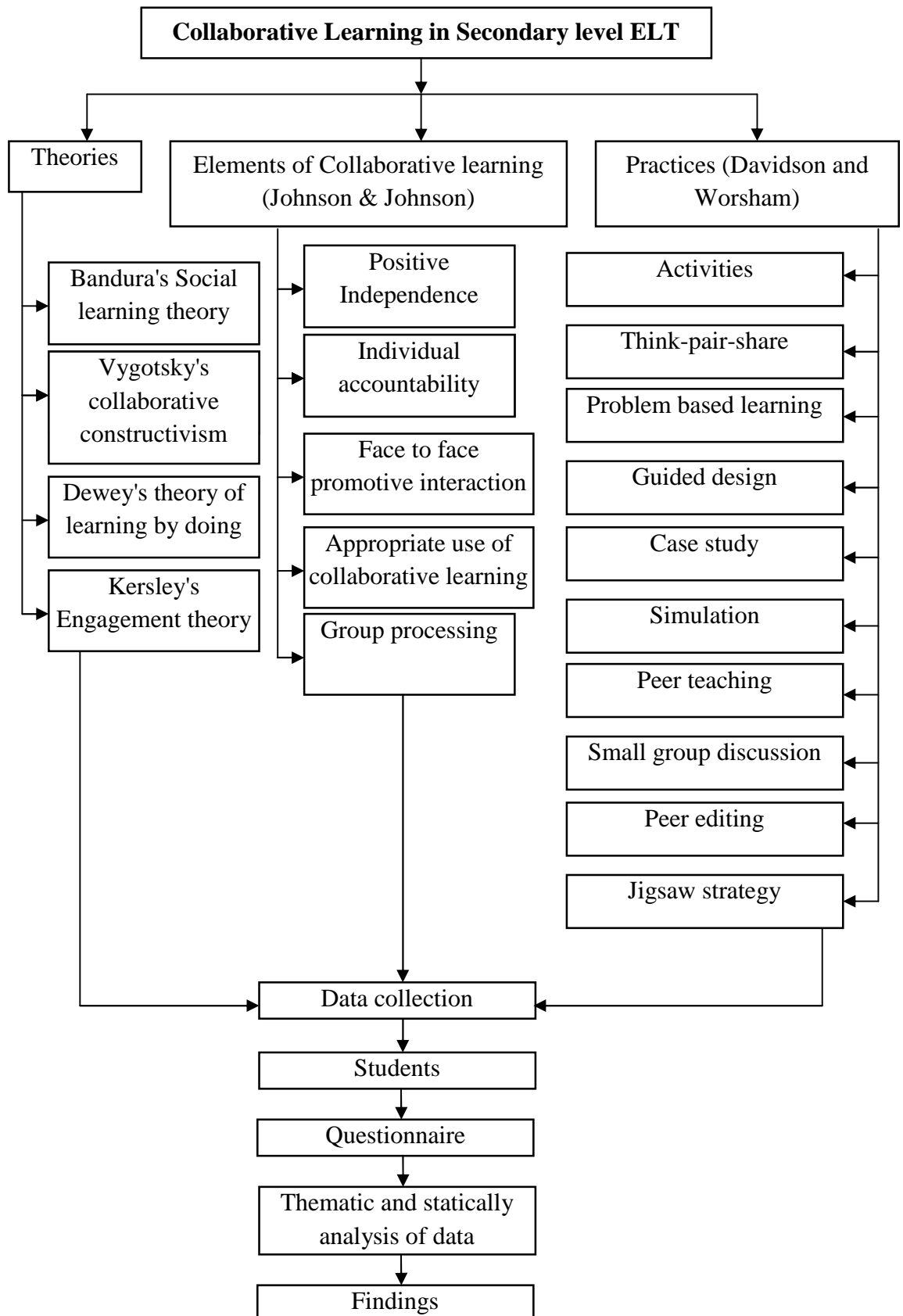
Literature review has useful implications to understand the topic clearly. It is essential part of every research study. It helped me to select the researchable new topic in the field of practice of collaborative learning in ELT class at secondary level. In this research paper, I reviewed some ELT journals, some research articles which were already published. I got lots of ideas and information from these reviews especially, design, procedure, methodology, source of data, tools and so on.

In the process of review, I reviewed eight different previous studies and articles which were related to my topic. These researches also helped me to construct research paper. I got the theoretical ideas from Regmi(2011). This study was based on survey research design. Similarly, I also studied Poudel (2015) and Giri (2019). These all studies were very informative which provided me the insightful information about theoretical concept and good way to forward the present study. However, other

journal articles, Wee and Jacobs (2006), Lotfi (2009), Pichet P. (2011), Spear C. (1994), Janssen and Wubbels (2018) also assisted me to carry on my research. These all articles and Bandura's social learning theory, Vygotskian perspective (1978), John Dewey's learning by doing and Kersley's engagement theory helped me to make my research paper fruitful. From the theory, I found theoretical concept and from past study, I found lots of ideas and techniques used for developing collaborative learning.

## Conceptual Framework

A conceptual framework is representation of the understanding of the theories by the researchers and his/her own conceptualization of the relationship between different variables. The conceptual framework of the present study is given below:



## **Chapter 3**

### **Methods and Procedures of the Study**

Methodologies and procedures are the most important aspects of a research study. It helps the researchers to go across a systematic way in order to fulfill his/her research work. This chapter includes design and method of the study, population sample and sampling strategy, source of data, data collection tools and techniques, data collection procedures, data analysis and interpretation procedures and ethical considerations.

#### **Design and Method of the Study**

Research is a systematic and scientific way of finding the new knowledge. A research design is a fixed set of procedures of conducting research. It is search of new knowledge. There are several designs practiced in research field. Among them, this study was based on survey research design. Kerlinger (1986) states that “Survey research is a kind of research designs which studies large and small population or universe by selecting and studying sample chosen from the population, discover the relative incidence, distribution and inter relationship of social and psychological variables”. Survey research is the most popular design of research in social science including education. Surveys are the most commonly used descriptive methods in education research and may vary in scope from large-scale governmental investigations to small scale studies carried out by a single researcher (Cohen and Manion, 1985)

Survey research has wide and inclusive coverage. The notion of survey implies the idea that research should have wide coverage. Because of the wide coverage the findings can be generalized.

#### **Population, Sample and Sampling Strategy**

The population of this study included all the students who were studying in community schools of Kathmandu in secondary level. As sample population, I randomly selected fifty community school’s student who were studying English language at secondary level of Kathmandu district.

## **Data Collection Tools and Techniques**

Tools are the most important elements of every research study. In this study, the questionnaire (open ended and close ended) was used as a research tool. And questionnaire was used for getting the concepts and opinions of the students related to the collaborative learning.

## **Sources of Data**

In this study, both primary and secondary sources of data were incorporated to meet the objectives of the study.

**Primary sources.** The primary sources of data for this study were fifty students who were learning English language in community schools of Kathmandu district. The data were collected through questionnaire.

**Secondary sources.** The secondary sources of data of this study were selected from different research articles, journals, books and thesis on collaborative learning like: Johnson, & Johnson (1999), Lotfi (2009), Pichet (2011), Giri(2019), Regmi(2011).

## **Data Collection Procedures**

Data collection procedure is a step wise procedure. In order to collect the data, I visited five different schools and established rapport with the head teachers. Then, I informed the purpose of my study and requested them to create the environment for data collection. After clarification of the purpose and getting approval, I visited the English teachers and students of secondary level. Then, I administered them the questionnaire. At the end of the class, I collected the required data from them and thanked the teachers, students and school administration for their support.

### **Data Analysis and Interpretation Procedures**

The systematically collected data were analyzed, interpreted and presented using appropriate statistical tools like table and graphs. And interpreted within two sections on the basis of the objectives, one was practice of collaborative learning and next one was activities of collaborative learning.

### **Ethical Considerations**

This research study was conducted for academic purpose. While collecting data, ethical considerations were taken to ensure for data privacy. Regarding this study, the students of secondary level who were learning at secondary level were the respondents and I asked in comfortable context with mutual trust. The privacy of the students was not breached in this research. I best possibly prevented physical, psychological and social discomforts of the respondents and built good rapport with them. Different scholar's views, idea and definition were cited according to APA format.

## Chapter 4

### Analysis and Interpretation of Data

This chapter is concerned with analysis and interpretation of data collected from both primary and secondary sources. The data were collected through the questionnaire. In this chapter, the collected data were analyzed from both qualitative and quantitative approach of data analysis. The collected data through open-ended questions were analyzed thematically and the responses obtained from the close ended questions were analyzed statistically in tables, pie chart and graphs on the basis of major themes.

#### Practice of Collaborative Learning in ELT Classroom

Regarding the Practices of collaborative learning in ELT classrooms at secondary level participants responses are presented in table 1 below. Participants were asked to response to the four given statements which were; extent of practicing CL in ELT classroom, learner's involvement and interest on CL, teacher support in CL and CL better helps in problem solving. Under these themes, participants were asked to rate four statements using the scale: 'always', 'often', 'sometimes', 'rarely'.

Table 1

#### *Students' Practices of Collaborative Learning*

S.N.	Students Practice of collaborative learning in ELT Classrooms	Always	Often	Sometimes	Rarely
1	Extent of practicing CL in ELT classroom	30%	70%	0%	0%
2	Learners' involvement and interest on CL	68%	32%	0%	0%
3	Teachers support in CL	56%	30%	14%	0%
4	CL better helps in problem solving	77%	23%	%	0%

This table shows the extent of collaborative practice at secondary level classrooms. The first item in this table is "Extent of practicing CL in ELT classroom." In the response to this item, 30% of the respondents responded 'always', 70% respondents opted 'often'. However, none of them reacted to 'sometimes' or 'rarely'. The result shows that the majority of the respondents reacted as substantial use of CL

in ELT classrooms. Similarly, the second item in this table was “Learners' involvement and interest on CL.” In responses to this item, 68% respondent opted always, 32% said ‘often’. However, no one of them said sometimes in this item too. The result shows that the majority of the respondents strongly agreed that they were motivated and interested in collaboration.

Likewise, the third item was “Teachers support in CL”. In response to this item, 56 % responded as always, 30 as ‘often’ and rest of 14% as ‘sometimes. In the same way, in the fourth item, “Whether CL better helps in problem solving” the data revealed that 77% responded to ‘always’ and rest of 23 % on ‘often’. This item showed that students are always benefitted in collaborative learning activities from teachers’ side too.

It reveals that, CL helps in learning and the learners are interested to learn through group. Teachers support is also essential in CL for better learning.

### **Use of Collaborative Learning Activities**

Regarding the use of collaborative learning activities to secondary level students, the responses of the participants are presented in table 2 below. The students responded to the given five statements on the option ‘strongly agree’, ‘agree’, ‘disagree’, ‘strongly disagree’.

Table 2

#### *Benefits of CL to Students*

S.N.	Benefits of CL to Students	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Better learning in doing tasks with friends	68%	32%	0%	0%
2	Feeling pleasure in working with friends	40%	60%	0%	0%
3	Sharing personal views more freely	42%	52%	6%	0%
4	CL has made problem solving easier	52%	46%	2%	0%
5	CL stimulates creative thinking	30%	70%	0%	0%

The above table presents the data associated with what kinds of benefits do students get in collaborative learning and how much agree and disagree they are.

Here, the first item deals with the option “Better learning in doing tasks with friends” the data showed that 68% in total strongly agreed and rest of i.e. 32% agreed.

Similarly, second item is “Feeling pleasure in working with friends”. In this item, 40% of the participants strongly agreed and rest of 60 % agreed. Here none of the participants disagreed on it. None of the respondents responded disagreed and strongly disagreed. From the result it can be said that the majority of the respondents agreed that they enjoy working collaboratively with friends. Likewise, in the third item “Sharing personal views more freely” 42% respondents strongly agreed, 52% agreed and 6% disagreed. None of the respondents responded strongly disagree with this item. The result shows that most of the students share their personal views with their friend’s. Majority (52 %) of the participants agreed and 42 % strongly agreed. However, among them, 6% of the participants responded that they disagreed.

As per the fourth item, i.e., “Whether CL has made problem solving easier” majority (52 %) of the participants responded as ‘strongly agree’ and 46% just agreed. However, 2 % disagreed with this statement. Similarly, another item “It stimulates creative thinking.” In responses to this item 30% of the respondents in total strongly agreed, 70% respondents responded agreed but no one responded disagree and strongly disagree in this item. The result shows that most of the students agreed to the fact that it stimulated creative thinking.

In conclusion it can be concluded that collaborative learning is essential for better learning, creative learning and problem solving.

### **Involvement of Students on Collaborative Learning**

Regarding the involvement of students on Collaborative learning participants responses are presented in table 3 below. The students responded to the given five statements on the option ‘strongly agree’, ‘agree’, ‘disagree’, ‘strongly disagree’.

Table 3

*Students View on Collaborative Learning*

S.N.	Students view on Collaborative Learning	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Asking to friends in difficult task.	34%	64%	0%	2%
2	CL increases students desire to excel	24%	66%	10%	0%
3	CL environment promotes more responsible students	34%	66%	0%	0%
4	It provides the opportunity to learn the importance of team work	76%	24%	0%	0%
5	It helps students to develop better communication skills	68%	30%	0%	2%

This table unearths students' general viewpoints on some points of collaborative learning. Here, the initial item is "I often ask with my friends while I feel difficult in my work. In response to this item 34% strongly agreed, 64% agreed, 2% very low percentage strongly disagreed and no one respondents responded disagreed. From the result it can be said that they often ask with their friends while they feel difficult in their work. Similarly, another item "Collaborative learning increases students desire to excel." 24% respondents' response in strongly agreed, 66% respondents respond agreed and 10% respondents respond disagreed. None of the respondents' response strongly disagreed. In this result show that most of the students are agreed to collaborative learning increase their desire to excel.

Likewise, the third item "A collaborative learning environment promotes more responsible students." In the response to this item 34% respondents responded strongly agreed, 66% respondents responded agreed. And no one response in this item disagreed and strongly disagreed. In this item the result shows that most of the students are agreed collaborative learning environment promotes more responsible students. Similarly, the fourth item "It provides the opportunity to learn the importance of team work." 76% respondent response strongly agreed, 24% respondent response

agreed and no one response disagreed and strongly disagreed. The result shows that majority of the respondent's response strongly agreed to collaborative learning to give opportunity to learn the importance of team work.

In the same way, another item “It helps students to develop better communication skills.” In responses to this item 68%strongly agreed, 30% agreed and 2%strongly disagreed. And no one respondents respond the disagreed in this item. The result shows most of the students feel better with communicate their friends to develop the communication skills.

It reveals that students should be involved in collaborative learning for effective learning which increases students desire to excel, learn better communication skills, teaches the importance of team work and promotes responsible students.

The data obtained from the open and close ended questions have been analyzed and interpreted by grouping into three different sections which is presented below:

- A. Students’ practice of collaborative learning in English language teaching classrooms.
- B. Effort of teacher and student for effective collaborative learning in English language classroom.
- C. Students' activities for collaborative learning in English language teaching classrooms.

### **Students’ Practice of Collaborative Learning in English Language Teaching Classrooms**

The following section analyses and interprets the data to explore students’ practice of collaborative learning in English language teaching classrooms. The data collected from 50 students from the students of five different community schools in Kathmandu. The data was analyzed through 20 close ended questions.

**I better learn in doing tasks with friends.** Collaborative learning **enhances** learning through working together. Groups of two or more learners work together to

solve problems, complete tasks, or learn new concepts. This approach actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures. Learner's work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them. Through defending their positions, reframing ideas, listening to other viewpoints and articulating their points, learners will gain a more complete understanding as a group than they could as individuals. Students responded that collaborative learning facilitates in ELT instruction. They said that use of collaborative learning enriches ideas and team spirit. Similarly,

Table 4

*Better Learning in Doing Tasks with Friends*

S.N.	Response	Number of Students	Percentage
1	always	34	68 %
2	often	16	32%
3	sometime	0	0 %
4	never	0	0 %

In the response to these item 68% respondents in total always, 32% often. However, no one of them reacted as sometimes or rarely. The result shows that the majority of the respondents reacted as substantial use of CL in ELT classroom.

Collaborative learning can be an effective tool for better learning and doing tasks with the students.

**Learners' involvement and interest on CL.** Another name of collaboration is students' participation in team work with active involvement is the learner centered strategy. Hence, the data here demonstrates that all the students actively participated and were very enthusiastic to collaborative learning.

Table5

*Learners' Involvement and Interest on CL*

S.N.	Response	Number of Students	Percentage
1	always	34	68 %
2	often	16	32%
3	sometime	0	0 %
4	never	0	0 %

As the table five reveals, all of the participants involved in collaborative learning and equally remained motivated in working collaboratively. 68% of total participants always involved in collaborative learning and rest of 32% also responded that they are also collaborated and interested in it. However, none of the participants remained un interested on collaborative activities.

In nutshell it can be said that the more the students are involved in collaborative learning the more they get chance to learn.

**Teachers support in CL.** Since collaboration in learning is the broad concept, it includes the collaboration among students and also the collaboration among students and their teachers. In student centered teaching learning, teachers should have to play the role of facilitate and guide. Even in collaborative learning classes, teachers' creative support is indispensable.

Table 6

*Teachers Support in CL*

S.N.	Response	Number of Students	Percentage
1	always	29	58 %
2	often	15	30%
3	sometime	6	12%
4	never	0	0 %

This table shows "Teachers support in CL" and in response to this item 58 % responded as always, 30% as 'often' and rest of 12% as 'sometimes'. The data

revealed above explicitly displays those students got frequent support of their English teachers in their collaborative activities.

It reveals that teacher support is crucial in collaborative learning.

**Makes problem solving easier.** Problem solving becomes easier when two or more than two heads are engaged. In collaborative learning as well students feel easier to solve their problems as their friends are also involved. Due to the involvement of their friends, they get multiple ideas and solution of a problem.

Table 7

*Makes Problem Solving Easier*

S.N.	Response	Number of Students	Percentage
1	Strongly agree	26	52 %
2	Agree	23	46 %
3	Strongly disagree	1	2%
4	Disagree	0	0%

According to data presented in the above table majorities of students i.e.52 % strongly agreed, 46% agreed, 2% strongly disagreed on item 1 that is collaborative learning makes problem solving easier.

It can be said that the more the students are involved in collaborative learning the more they feel easier in problem solving.

**Learning better in collaborative tasks with friends.** Collaborative learning has been shown to not only develop higher-level thinking skills in students, but boost their confidence and self-esteem as well. Group projects can maximize educational experience by demonstrating the material, while improving social and interpersonal skills. Students learn how to work with various types of learners and develop their leadership skills. When students work together, they create a better learning experience. Teacher collaboration positively impacts student achievement, and allows us as educators to explore new territory.

Table 8

*Learning Better in Collaborative Tasks with Friends*

S.N.	Response	Number of Students	Percentage
1	Strongly agree	15	30 %
2	Agree	35	70 %
3	Strongly disagree	0	0 %
4	Disagree	0	0 %

This table presents the data associated with what kinds of benefits do students get in collaborative learning and how much agree and disagree they are. Here, the first item deals with the option “Better learning in doing tasks with friends” the data showed that 30% in total strongly agreed and rest of 70% agreed.

In conclusion for better learning the students should be engaged in collaborative activities.

**Teaches the importance of team work.** The research found that, the use of collaborative learning is beneficial for teaching the importance of team work. Research shows that collaborative problem-solving leads to better outcomes. Working in a team encourages personal growth, increases satisfaction, and reduces stress regarding study.

The students view on the use of collaborative learning teaches the importance of team work is shown below.

Table 9

*Teaches the Importance of Team Work*

S.N.	Response	Number of Students	Percentage
1	Agree	12	24 %
2	Strongly Agree	38	76 %
3	Disagree	0	0 %
4	Strongly Disagree	0	0 %

The above table shows that majority 76 % of the students strongly agreed that collaborative learning teaches the importance of team work and 24% students agreed to the statement. And none of the students disagreed to the fact.

It reveals that collaborative learning teaches the students about the importance of team work and enhances their learning.

**Promotes responsible students.** Collaborative learning creates environment of working in teams and it also ensures student`s responsibility towards the group. The vast majority of students claimed that the use of collaborative learning in the classroom is a source of excitement, motivation, learning and attraction. Students viewed that the use of collaborative learning increases students' responsibility.

The responses collected from the students and summary of the statement are presented on the following table.

The detail description of the students' response is shown in the table below.

Table 10

*Promotes Responsible Students*

S.N.	Response	Number of Students	Percentage
1	Strongly agree	16	32 %
2	Agree	34	68 %
3	Strongly disagree	0	0 %
4	Disagree	0	0%

As above table shows that out of 16 students 32% students strongly agreed to the statement whereas 68% students agreed. Similarly, no students responded strongly disagree and disagree regarding collaborative learning promotes responsible students.

Among the various tasks of collaborative learning promoting responsible students is one of the key task.

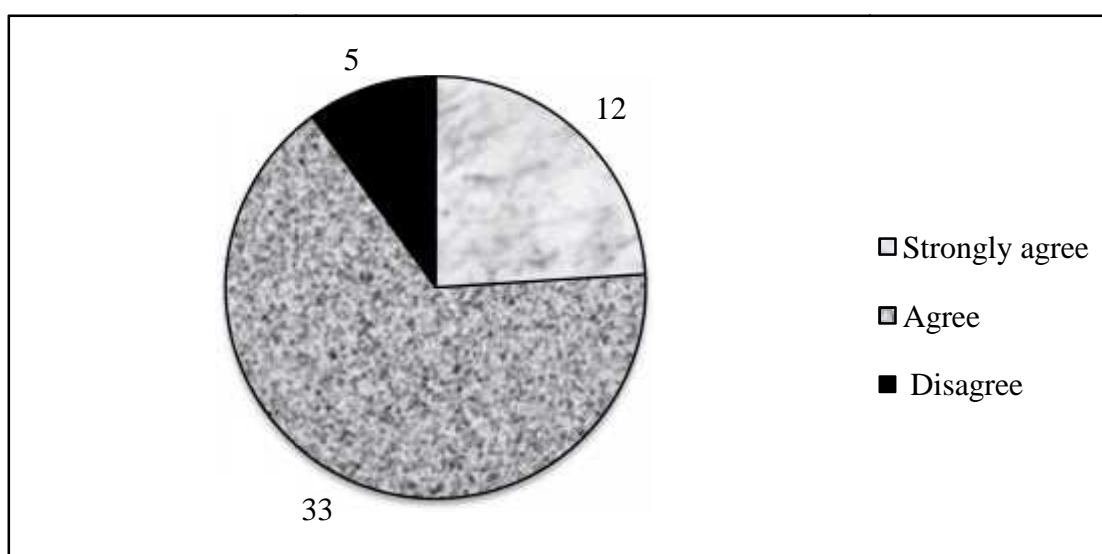
**Increases students' desire to excel.** Students have taken collaborative learning as an effective way of learning. Different respondent has taken the use of collaboration

differently in ELT classroom. 33 of the respondents responded that the use of collaborative learning increases students desire. They said that collaborative learning strengthens the bond and develops the habit of team practice. Similarly, 12 of the respondents strongly agreed.

The above information can be presented in pie chart as follows.

Figure 1

*Increases Students' Desire to Excel*



In the above pie chart 33 of the respondents have agreed that the use of collaborative learning increases desire to excel. Similarly, 12 of the respondents have strongly agreed and only 5 disagreed to the statement.

In short, the practice of collaborative learning in ELT classroom is beneficial for the students as they get exposure to work in groups, share their ideas, learn in team. Similarly, it also promotes the sense of responsibility and team spirit in the students. On the other hand, it makes problem solving easier and arouses interest in the students. Besides that, it also helps in promoting speaking skills, and leadership quality. Therefore, the use of collaborative learning in ELT classroom enriches the students and ensures their active participation.

## **Effort of Teacher and Students for Effective Collaborative Learning**

After the collection and analysis of the data of this study, the researcher has been able to explore some of the efforts of the teacher and students for effective collaborative learning. So, in this section researcher has discussed the efforts for making collaborative learning effective. These efforts are discussed based on the responses received from respondents within the following thematic notions:

**Build friendly relation.** Both teacher and student should build friendly relation with each other. In a friendly environment all the participants can actively participate and share their ideas which helps in effective learning. The teacher should also be friendly with the students so that they can feel free to share their views. The teacher should also actively merge and be friendly with the students. Not only teacher but the students should also build friendly relation between them. Then only effective collaborative learning can take place. regarding the efforts of teacher and student respondent H responded that *the student the teacher should have friendly relation among them. When there is friendly relation between students and students and student teacher then there is the chance of effective learning.* It shows that both the teacher and student should build friendly relation and they both are equally responsible for it.

**Give equal opportunities.** For effective collaborative learning plenty of opportunities must be ensured for the students. Teacher should create an environment of equal opportunities. Only the talented students shouldn't be focused. Those students who are weak in learning should also be motivated and given the opportunities. It means the teacher shouldn't discriminate the students in terms of talented and weaker. Regarding this one of the students responded that *teacher should chance to all the students equally. While forming the groups also the teacher should mix talented and weaker students so that the weaker can also get chance. Similarly, weaker students should also be given chance to share their ideas and lead their group.* It means teacher should be unbiased and be very wise while forming the groups. Teacher should ensure that everyone gets equal opportunities.

**Encourage students.** Encouragement is the key element in learning. When the students are encouraged, they are likely to achieve the goals quickly and effectively. It

means the teacher should work as a motivator in collaborative learning. The teacher should motivate or encourage the students to participate and share their ideas so that they can learn better. Regarding this one of the respondents responded that *teacher should encourage the weaker students to share their ideas and teacher should create appropriate environment for that. Teacher should encourage all the groups to share their ideas, to participate actively and to contribute to their fullest.* It means the role of teacher is crucial in collaborative learning. The teacher is like the pilot who flies the flight to the right route. In the same way, in collaborative learning teacher should guide and motivate the participants.

**Understand the importance of collaborative learning.** Until and unless students don't understand the importance of collaborative learning the efforts and attempts made are futile. For the effective collaborative learning the students must be responsible and understand its value. On the other hand, the teacher should also make the students aware about the importance of collaborative learning. In this regard student N said *students don't become serious until they understand the importance. in the same way collaborative learning can't be effective until the students are aware of its importance. Both the teacher and student should understand and be aware of its importance for good results.* Similarly, student S responded *students shouldn't just kill time in team and group works rather they should utilize it to their fullest for their development in learning.* It shows that both the teacher and students be aware about the importance and need of collaborative learning and act effectively from their sides.

**Participate actively.** The sole effort of teacher cannot yield the better outcome. For that the role of students also plays an important role. The teacher alone cannot bring the drastic change. Teacher is not all in all. For the better learning and better outcomes, the participation of the students plays a pivotal role. Students must engage effectively in the collaborative learning process. Students are the key elements for effective learning because until and unless students are not dedicated to bring change, change is impossible. Regarding this student R responded *only the teacher is not responsible for effective collaborative practice. Students should involve in the activates effectively and contribute. They should work in teams from the inner core of their hearts and believe that their active participation will bring a new result which*

*was / were fruitful for all.* It shows that the role of students is also equally responsible to the role of teacher in making collaborative learning practice effective.

From the above discussion it can be concluded that both the students and teachers should contribute equally from their sides to make collaborative learning effective. Only the effort of one group cannot bring good outcomes. Both the teacher and students should consider that their role is equal and until and unless they both involve effectively, effective collaborative learning was / were a dream which will not come true.

### **Students' Activities for Collaborative Learning in English Language Teaching Classrooms**

Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. Cooperative learning strategies offer students the possibility to learn by applying knowledge in an environment more similar to the one they will encounter in their future work life. Teachers get the chance to work on core competencies and on students' communication and soft skills, which are valuable for students' success in life and work, integrating them in school curricula. Cooperative learning strategies are content-free structures that can be reused in different school contexts and we are going to learn how to use some of them. During this research the researcher found the following collaborative activities used in the classroom:

**Group work.** Group work refers to a collaborative learning environment where students work through problems and assessments together. Students are able to delegate roles and responsibilities, pool their knowledge and skills and receive support from one another. Group projects can help students develop a host of skills that are increasingly important in the professional world. Properly structured, group projects can reinforce skills that are relevant to both group and individual work, including the ability to break complex tasks into parts and steps, plan and manage time, refine understanding through discussion and explanation, give and receive feedback on performance, develop stronger communication skills, tackle more complex problems than they could on their own, share diverse perspectives.

The researcher found the students being engaged in different group works in the numbers of four to six. The students effectively participated and shared their ideas which contributed to enrich their horizon of knowledge.

**Think-pair-share.** Think-pair-share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to think individually about a topic or answer to a question; and to share ideas with classmates. Discussing with a partner maximizes participation, focuses attention and engages students in comprehending the reading material. The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. The researcher found out that in one of the schools this activity was conducted for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helped students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

**Role play.** Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Depending on the intention of the activity, participants might be playing a role similar to their own (or

their likely one in the future) or could play the opposite part of the conversation or interaction. Both options provide the possibility of significant learning, with the former allowing experience to be gained and the latter encouraging the student to develop an understanding of the situation from the ‘opposite’ point of view.

During the research the researcher found that among the various ways of collaborative learning majority i.e. 4 teachers of different 5 schools used this technique. The teacher assigned different roles to different students and based on their roles the students actively performed the task. This activity encouraged the student and provide them the opportunity of learning by doing.

**Simulation.**Simulation refers to the imitation of real-world activities and processes in a safe environment. Simulations aim to provide an experience as close to the ‘real thing’ as possible; however, a simulated activity has the advantage of allowing learners to ‘reset’ the scenario and try alternative strategies and approaches. This allows learners to develop experience of specific situations by applying their wider learning and knowledge. The approach is frequently used in disciplines where students need to develop skills and experience but safety issues or cost considerations prevent this happening in the real-world.

In the span of the research the researcher found that in three of the schools the teacher used simulation as a technique of collaborative learning. The students were found to be active and energetic during this activity.

**Project work.**Project Work provides a learning experience in which students have the opportunity to synthesize knowledge from various areas of learning, and apply it critically and creatively to real-life situations. Working in groups, students enhance their knowledge and gain important skills to prepare them for future learning and challenges.

Project work cultivates the habit of searching in the students. During this research the researcher found that among the various techniques of collaborative learning project work is commonly used in all the five schools. The teacher assigns various tasks to the students which they have to accomplish at home and present in the class. This activity enriches their knowledge and also develops communication

skills. Besides these, project work also instills the habit of working in team and groups. It shows that project work can also be used as an effective tool of collaborative learning.

**Talk partners.** In this type of collaboration, Learners are paired for short discussion activities. Pairs can be selected, chosen randomly or regularly switched. It may be useful to establish ground rules and model some appropriate question types and responses. In these kinds of activities, learners develop their both communicative and writing competence and also become more extroverts. This activity was found to be used a lot

**Games and activities with a competitive element.** Games can be very effective in motivating learners, and in studying or combining language content. They also practice the language of turn-taking and negotiating. Bingo, Simon says, board run, ques are some of the popular games that participants used in their course of learning. Game can be produced for any topic on a whiteboard match the answers.

**Drama and role play.** Drama and role play can be fun and used successfully in any area of the English language teaching and learning. Drama is a very valuable tool for exploring issues, making learning memorable, encouraging co-operation and empathy. The use of drama and role play can create an opportunity for the learner to hear and rehearse language in a meaningful context, so as to be able to use it positively in speech or writing. Participants used drama in certain occasions, in school. However, role play was the common one.

**Information exchange activities.** Information exchange activities are communicative activities for two or more learners. They include barrier games and jigsaw activities, or any activity that involves learners having different pieces of information that they then have to convey to each other orally. In such activities students have to supply the correct information. In such a task learners become critical and creative thinker.

**Discovery technique.** Discovery technique is a kind of problem-solving approach convenient to apply in teaching grammar at intermediate and advanced levels. It provides students the chance to take charge earlier. Students actually

discover the information for themselves instead of passively listening the rules of grammar from the teacher. They are actually engaged in observing, inferring, formulating hypothesis, predicting and communicating with each other.

## Chapter 5

### Findings, Conclusion and Recommendations

This chapter of the research incorporates the findings, conclusion and recommendations which are based on the analysis of data and interpretation of the result.

#### Findings

This study aimed at findings on the practice and activities of collaborative learning in ELT classrooms at secondary level. Based on collected data, literature and the students' response on questionnaire, this research has revealed the following major findings.

- a. The data showed that 30% of the teacher always made them work collaboratively. While, rest of 70% responded their teachers often do so.
- b. Students prefer learning through collaboration.
- c. Doing the assignment task with the friends help in better learning.
- d. 60% students agreed and 40% students strongly agreed that they enjoy working collaboratively.
- e. Majority i.e., 66% students agreed that collaborative learning environment promotes more responsible students.
- f. 66% students agreed collaborative learning increases students desire to excel.
- g. 76% students strongly agreed that collaborative learning provides the opportunity to learn the importance of team work.
- h. Majority i.e. 68% students responded that collaborative learning helps to develop better communication skills.
- i. 94% of the students express their views and opinions clearly in the collaborative learning.
- j. Collaborative learning has made problem solving easier.
- k. 70% students agreed that collaborative learning stimulates creative learning.
- l. Collaborative learning helps in socialization process.
- m. Pair and group work should be focused in collaborative learning.

- n. Group work, pair work, think pair share, simulation, project work are the common activities used in collaborative learning.
- o. Teacher and students should build friendly relation.
- p. Teacher should ensure equal opportunities for all in order to make collaborative learning effective.
- q. Teacher should encourage the students for effective collaborative learning.
- r. Both the teacher and students should understand the importance of collaborative learning.
- s. Students must participate actively for better learning outcomes.
- t. Weaker students should be encouraged and given more priority.

## **Conclusion**

The study showed that collaborative learning plays pivotal role in ELT classes; it can be used as a tool to facilitate teaching and learning. As one of the most important goals of using collaborative learning is to promote students' participation and motivate towards learning. It is found that collaborative learning operates as a powerful pedagogical tool in English classes. The results also revealed that students seem to be motivated and interested in collaborative learning in their ELT classrooms. Students found the use of collaborative learning is fruitful for their study which has facilitated them to solve difficult problems and develop communication skills as well.

Through the study, it is also found that collaborative activities like group work, think-pair-share, role play, simulations, project work, talk partners, drama and role play, information exchange activities, discovery techniques are the commonly used by the teachers for collaborative learning.

Similarly, only few (30%) of the teachers use collaborative learning techniques regularly in their English classes. The students are found to be highly interested in the collaborative activities as it helps to develop better communication skills, promotes more responsible students, teaches the importance of team work, makes problem solving easier. Thus, collaborative learning in ELT classes certainly help to bring a positive result and change.

## Recommendations

Grounded on the major findings of the study, recommendations related to three different levels i.e., policy, practice and further researches have been made.

**Policy related.** For the improvement of quality of education; government and other related factors should make strong policies. To bring quality in education and improve ELT, government should be aware of practice, need and importance of technology in language development in language learners and in teachers' professional development. I recommend the following actions to be taken at policy level.

- a) Most of the respondents responded that collaborative learning is very useful tool in teaching learning process. I would like to suggest making strong policy and provision for the use of collaborative learning techniques in teaching learning process.
- b) There should be policies to encourage teachers and students to use collaborative learning while teaching because teaching and learning through collaborative practice that helps to increase motivation of students, develop understanding level of students.
- c) There should be policy related to the use of student-centered teaching methods and it should be made compulsory for secondary level teachers and students to use collaborative learning while teaching and learning.
- d) Education planners, syllabus designers, course designers, experts should design such a course which can be taught easily by using collaborative learning.
- e) There should be proper arrangement of the training, workshop, seminar to the teachers and students for their professional development, skills development as well as better use of collaborative learning for English language teaching and learning.

**Practice related.** This research is equally beneficial for those who are at practice level. Therefore, I can confidently assert that this research is very much significant for the teachers especially for ELT teachers and students of secondary

level who do different activities at practice level. The following recommendations can be made in practice level on the basis of findings of this research.

- a) Teachers and students should engage in collaborative learning activities.
- b) Teachers should encourage students for collaborative learning.
- c) While teaching through collaborative learning, teachers should make students' active for participation involving students in different activities.
- d) Teachers should engage as well as encourage students in collaborative learning.
- e) All the practitioners should use different techniques of collaborative learning for effective learning.

**Further research related.** The use of collaborative learning has not only become the need of the era in the classroom but in reality, it has also become a part for several teachers and students in English language teaching and learning process. This research was confined to explore the students' practice of collaborative learning in secondary level in ELT classrooms. In order to accomplish research in depth, the researcher recommended the further researcher to carry out researches in this area such as 'challenges of collaborative learning in English language teaching', 'Teachers' experiences of using collaborative learning in classroom teaching'.

In conclusion, if further insights can be generated based on the conceptual framework and results of the present study, the growing use of collaborative learning in ELT can be better promoted in Nepal in near future. And problem of use of collaborative learning in classroom teaching and learning can also be minimized in Nepalese ELT atmosphere. Finally, the adaptation of collaborative learning in English classes is not an end in itself; the proper implementation will play the vital role to sustain for long term educational development of nation and increase students' participation which will help to yield better educational outcomes.

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## Questionnaire for Students

**Student's Name:**

**Class:**

**School's Name:**

Dear respondents,

This questionnaire has been prepared to complete a research work titled **Practices of Collaborative Learning in ELT Class at Secondary Level**. This research aims to explore the student's involvement and practice of collaborative learning in ELT classroom. This research is being carried out under the supervision of **Dr. Gopal Prasad Pandey, Head and Reader of the Department of English Education**. The true information that you provide will be kept highly confidential and will be used only for this research purpose.

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## Part I

Tick (✓) the best alternative that indicates your response.

1. Have you heard about the collaborative learning?  
a. Yes b. No
2. I prefer learning through collaboration.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
3. Do you think doing the assignment tasks with your friends helps you learn better.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
4. I really enjoy working collaboratively with other friends.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
5. I often ask with my friends while I feel difficult in my work.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
6. Collaborative learning increases students desire to excel.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
7. A collaborative learning environment promotes more responsible students.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
8. It provides the opportunity to learn the importance of teamwork.  
a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree
9. It helps students to develop better communication skills.  
a. Strongly agree b. Disagree

- c. Agree Strongly disagree

**10.** Which collaborative activities does your teacher mostly use in your classroom?

- a. Groupwork b. Think-peer-share  
c. Roleplay d. Simulation

**11.** Usually I express my views and opinions clearly to my group.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**12.** I share my personal views.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**13.** I help others to finish their work.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**14.** I stay focused on team activities

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**15.** Collaborative learning has made problem solving easier.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**16.** It stimulated creative thinking.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**17.** I focus on collaborative efforts rather than individual effort.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

**18.** I made new friends through collaborative learning.

- a. Strongly agree b. Disagree  
c. Agree d. Strongly disagree

19. Pair or group work should be encouraged.

- a. Strongly agree
- b. Disagree
- c. Agree
- d. Strongly disagree

20. We collaborate in a small group.

- a. Strongly agree
- b. Disagree
- c. Agree
- d. Strongly disagree

**Part II**

1. What could be the effort of teacher and student for effective collaborative learning in ELT class at secondary level? Would you like to suggest some activities for collaboration?

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**Thank you for your support**