

CHAPTER ONE

INTRODUCTION

This study is based on the **Teachers' Perceptions on and Practices of Collaborative Learning in Developing Speaking Skill**. This chapter 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 definition of the key terms.

1.1 Background of the Study

Language, a unique gift to human beings, is generally defined as a means of communication. Language cannot be used in a vacuum. It is always used among the people in society or community. We use language to express our feelings, ideas, emotions, views and so on.

Crystal (2003, p. 255) says, "Language, at its most special level, refers to the concrete act of speaking, writing or signing in a given situation." This act of communication can take place either in the form of speech or writing. In this regard, Lyons (1981, p. 18) states, "... speech is primary and the written language is secondary and derived from it." Thus, deriving from those quotations we can say that language at its most specific level refers to the voluntary vocal system of human communication.

Study and research in English Language Teaching (ELT) motivated researchers and educators to develop effective and reliable teaching learning process involving students' participation in classroom with emphasis on group learning. Collaborative learning was developed as the student- centred teaching method emphasizing social nature of learning. Richards and Rodgers (2010, p. 1) mention, "The early twentieth century educator John Dewey is usually credited with promoting the idea of building collaborative in learning into regular classrooms on a regular and systematic basis." It is an old concept employed in

education for a long time and goes back hundreds of years and longer. Similarly, Kessler (1992) says, “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” (as cited in Liang, 2002, p. 1.). There is long history of collaborative learning on research and its application in academic field to find out its effectiveness and relevance in teaching learning process. It has been established as an effective learner centered teaching method due to its productive nature and outstanding features. Therefore, it is applied in almost all academic fields from school level to university level and claimed to be an effective teaching method in foreign and second language education by scholars.

In traditional classroom teaching and learning, teachers were superior and they tended to impose the subject matter in one way direction which lacks the development of language skills as well as social skills needed on part of learners. Learners were accustomed to develop the sense of competition rather than collaboration. So, Richards and Rodgers (2001, p. 192) say, “Minority groups fall behind higher-achieving students.” Therefore, to overcome these problems cooperative language learning came into existence in the field of ELT.

Collaborative language learning is a teaching method involving group of students to maximize their learning performance. Each team and students are responsible for their task accomplishment to achieve the shared goals of learning. A group is formulated in a number of students with mixture of heterogeneous students: learning ability, gender and ethnicity. Therefore, they develop the sense of mutual help along with development of habit of learning together where students achieve social behaviours and academic learning. It is generally asserted that collaborative learning is the best option for all students because it emphasizes active interaction between or among students of diverse abilities and backgrounds and demonstrates more positive outcome in academic achievement, social behaviour and mutual relationship.

1.2 Statement of the Problem

In the context of Nepal, English is taught as a foreign or second language. Because of this fact, English Language Teaching (ELT) situation has been facing many problems. In this regard, there are many responsible factors such as teachers, students, curriculum planning and policy and environment. In most places, teachers are teaching about language rather than a language itself. Furthermore, they are teaching language using traditional methods, rules, teacher-centred activities and focusing on writing and reading skills rather than speaking and listening skills. On the other hand, teaching and learning is affected by learners' side, (i.e. cultural background, heterogeneous class, and proficiency levels of the learners). Moreover, an environment creates problems in the field of language learning and teaching due to the physical infrastructures, noise, light and so on. And, curriculum planning and policy also affect the teaching and learning of language because of ups and downs in politics, geographical conditions, multilingual situations and, so on.

Students' weakness in speaking skill might be one among them. In order to develop speaking skill, one needs to practise a lot based on communicative practice. Collaborative learning creates a platform for practising speaking skill in an interesting way. Therefore, this study entitled "Teachers' Perceptions on and Practices of Collaborative Learning in Developing Speaking Skill were carried out.

1.3 Objectives of the Study

The objectives of the study were as follows:

- i. To find out the teachers' perceptions on and practices of collaborative learning in developing speaking skill.
- ii. To suggest some pedagogical implications.

1.4 Research Questions

The research questions of my study were as follows:

- i. How do the teachers perceive the role of collaborative learning in developing speaking skill?
- ii. Could collaborative learning maximize the learners' participation in speaking activities?
- iii. Can teachers develop learners' speaking skill through collaborative learning?
- iv. Do the teachers practise collaborative learning in teaching speaking skill?

1.5 Significance of the Study

Learner-centred learning has a high value in ELT fields. This research tries to find out the secondary level English teachers' perceptions on and practices of collaborative learning in teaching of speaking skill. As all language teachers equally accepted that an appropriate method ensures the effective teaching learning process. Teaching and learning process goes smoothly and successfully through collaborative practices. This study aims at revealing the importance of collaborative learning to develop speaking skill. Thus, it will be significant for the prospective researchers, language teachers who tend to implement heterogeneous group teaching, subject experts and language trainers in particular. This study will help English teachers to implement the curriculum by bringing elements of collaborative learning into the real classroom practice to consolidate the overall learning outcomes. Textbook writers will equally be benefited while devising activities in teaching for communicative language functions or speaking skill. Similarly, this study will be useful to the researchers who are interested to conduct further research works on collaborative language learning. Therefore, it will be useful to all the stakeholders who are directly or indirectly related to the field of ELT in general.

1.6 Delimitations of the Study

This study was delimited to the following areas:

- i) This study was delimited to the secondary level English teachers' perceptions on and practices of collaborative learning in developing speaking skill.
- ii) This study was delimited to the twenty secondary level English teachers of Taplejung district.
- iii) This study was delimited to the twenty secondary level schools of the same district.
- iv) This study was delimited to the questionnaire and classroom observation checklist as research tools.
- v) This study was delimited to survey research design.

1.7 Operational Definition of the Key Terms

Mixed Ability Students: The high achievers and low achievers participating together in the same classroom.

Perception: It refers to the way that we think about someone or something or the impression we have of it.

Collaborative Learning: Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section incorporates review of different researches carried out in the department of English Education and the discussion on the implication of literatures. Under theoretical framework, different theoretical aspects are discussed. Finally, conceptual framework is developed in order to carry out the present study.

2.1 Review of Related Theoretical Literature

In this section, I have tried to describe different theoretical literatures such as English language teaching, language skills, speaking skill and collaborative learning in order to develop theoretical ground for my research.

2.1.1 English Language Teaching

Human beings acquire their mother tongue as they grow. In case of second or foreign language learning, they need a kind of training or help if they have to learn. Language teaching is the process of facilitating student' learning. Regarding language teaching, Richards and Rodgers (2010, p. 1) write, "Language teaching came into its own as a profession in the twentieth century". Due to its increasing popularity, English language teaching has been established as a popular job.

English is taught as a foreign language in Nepal. It is taught as a compulsory subject from school level to college level. The development of science and technology added to the importance of English language teaching in the context of Nepal. English language is mostly used language in the present world. Due to its strong economic, cultural and political backup, it has become a powerful language. In this present globalized world, the knowledge of English is an

inevitable to survive. It is one of the languages of UN and mostly used lingua franca in an international communication. Most of the valuable information is available in English. Now, English is taken as a prerequisite to enter in an international business and communication. So, sound knowledge on written and spoken English is necessary in order to sustain in the age of information and technology.

English has occupied a very significant place in Nepal particularly in the academic, professional and technological fields. Regarding the historical development of English language in Nepal, Bhattarai (2006) writes, “In Nepal, English was introduced formally in the school level education system about one hundred fifty years ago that was in 1854 A.D.”. The Prime Minister Junga Bahadur Rana established Darbar High School in order to give education to their sons and relatives. Regarding college education in Nepal, after fifty four years of English education at high school, Nepalese students could avail themselves of English education at higher education which started with the establishment of Tri Chandra College in the year of 1918. With the establishment of the democracy in 1950 A.D., all people are free to get education. And many schools were established rapidly in the nation. In order to systematize the education of the nation different commissions were formed. Awasthi (2003, p. 22) writes, “ELT in Nepal started in 1971 with the implementation of National Education System Plan (NESP) and the same year Tribhuvan University started B.Ed. program in English Education.” English language is taken as a medium of instruction in technical subject like medicine, engineering, science and professional course like BBA, BPH, BHM, nursing and so on. In this context it is necessary to make our learner competent in English language.

Many researches in the field of language teaching proved effectiveness of learner centered teaching. The more the learners involved in learning, the more they learn language effectively. So, as a language teacher we have to maximize the learners’ participation in the process of learning a language.

2.1.2 Language Skills

In getting mastery over any language one needs to get mastery of four basic skills viz. listening, speaking, reading and writing. Supporting this statement, Harmer (2008) says:

We use language in terms of four skills: listening, speaking, reading and writing. Listening and reading are receptive skills and speaking and writing are productive skills. There was a time when the terms ‘passive’ and ‘active’ were often used instead of ‘receptive’ and ‘productive’. But it is now generally agreed that effective listening and reading require as much attention and mental activity as speaking and writing (p. 74).

From the above discussion, it can be concluded that there are four basic skills (listening, speaking, reading and writing) associated with language teaching. Out of them, listening and reading are considered to be receptive whereas speaking and writing are productive ones.

2.1.3 An Introduction to Speaking Skill

“Speaking” is the dealing of language through the mouth. To speak, we use sounds using many parts of speech. Language is a means of communication and this act is performed through speech. In this connection, Ur (1996, p. 120) writes, “Of all the four language skills (listening, speaking, reading and writing), speaking seems institutively the most important: people who know a language are referred to as speakers of that language”. Thus, learning to speak in a foreign language is the most important task because those who can communicate in that language are referred to as the speakers of that language. Stressing on the importance of speaking, Bygate (1997) states:

Speaking is, however, a skill which deserves attention every bit as much as literacy skills, in both first and second languages. Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they may make or lose their friends. It is the vehicle par excellence of social ranking, professional advancement and of business. It is also a medium through which much language is learnt, and which for many is particularly conducive for learning. Perhaps, then, the teaching of speaking merits more thought (p. vii).

Bygate gives more importance to teaching speaking in order to develop the learners' confidence in speaking. The primary purpose of teaching any language is to develop an ability to speak fluently in that language. Language is primarily speech. Therefore, a language teaching programme should give due emphasis in teaching speaking without neglecting other skills.

A major objective of the language teaching program is to prepare the learners for meaningful interaction, making them able to use and understand natural speech from the genuine interaction, classroom activities that develop learners' ability to express themselves through speech, so teaching speaking skill seems an important component of a language course.

Speaking is not merely a single skill. It is the combination of several sub-skills. To be a fluent speaker of a language, we need to get the mastery of those skills related to speaking.

Bygate (1997, p. 63) has identified the following sub-skills of speaking:

- Articulating sounds in connected speech and isolate forms.
- Manipulating the use of stress in connected speech.

- Producing intonation patterns and expressing attitudinal meaning through variations in pitch, pause, pitch range and height.
- Manipulating variation in stress in connected speech.

Thus, to be fluent and efficient speaker of a language, the learners need sound knowledge of grammatical and semantic rule, knowledge of supra-segmental features such as pitch, stress and intonation and the knowledge of non-linguistic elements like gesture, body language, facial expression and so on.

2.1.3.1 Components of Speaking

Speaking consists of several elements. Speaking ability has often been compared with communicative ability and the components of speaking ability. However, there is no agreement on what exactly communicative ability consists of. Hymes (1997, as cited in Sharma and Phyak 2009, p.218) states that the theory of communicative competence consists of the interaction of grammatical, psychological, sociolinguistic and probabilistic language components. Cannale and Swain (1980, as cited in Khaniya 2005, p. 25) mention that communicative competence includes grammatical competence, discourse competence, strategic competence, and sociolinguistic competence. Same way, Bachman (1990, as cited in Khaniya 2005, p. 28) includes three components: Language competence, strategic competence and psycho-physiological mechanisms. Khaniya (2005) mentions that the Sthapit model, the fourth model of “Communicative competence” broadly involves the components: the extended linguistic competence, the extra-linguistic competence and the paralinguistic competence of language, (as cited in Khaniya 2005, p. 30).

Talking about the components of speaking, Kayi (2006, p.49) states that “teaching speaking” is to teach ESL learners to:

- Use language as a means of expressing values and judgment.
- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Produce the sound patterns and speech sounds.
- Use of language quickly and confidently.
- Use of word and sentence stress, intonation patterns and the rhythm of the second language.
- Organize their thoughts in a meaningful and logical sequence.

In this regard, depending upon different views provided by different scholars on the theoretical framework of communicative competence, the components of speaking can be summarized as follows:

- Grammar
- Vocabulary
- Social components
- Phatic communion
- Communicative competence
- Connected speech
- Articulation and production of sounds and sounds sequence.
- Production of stress and intonation patterns

2.1.3.2 Stages of Teaching Speaking

Speaking is a complex skill because it incorporates a lot of sub- skills. So, it needs systematic progression from easy to difficult stages and aims to teach pronunciation, grammar and so on. Generally, teaching speaking involves three stages as discussed by Harmer (2008, p. 151). They are:

a. Introducing New Language

The introduction of new language is activity that falls at non-communicative end of speaking continuum. Here, the teacher often works with controlled techniques, asking students to repeat and perform in drills. At the same time, we will insist on accuracy, correcting where students make mistakes. Although these introduction stages should be kept short and the drilling abandoned as soon as possible, they are nevertheless important in helping the students to assimilate facts about new language and in enabling them to produce the language for the first time.

b. Practice

Practice activities are those activities which fall somewhere between the two extremes of our speaking continuum. While students are performing, they may have a communicative purpose, and while they may be working in pairs, there may also be a lack of language variety and the materials may determine which the students do or say. During practice stage, the teacher may intervene slightly to help, guide and to point out inaccuracy.

c. Communicative Activities

Communicative activities are those which exhibit the characteristics at the communicative end of speaking continuum. Students are somehow involved in activities that give them both the desire to communicate and a purpose which involves them in a varied use of language. Those activities are vital in language classroom since the students can be their best users to users to use the language as individuals arriving at a degree of language autonomy.

2.1.3.3 Activities for Teaching Speaking

Many interactional activities can be conducted in the classroom to develop communicative competence on the part of the learners. Students learn to speak the second language by interacting. Communicative language teaching and

collaborative learning serve best for the aim. Communicative language teaching is based on real-life situation that requires communication. For this, the teacher should create a classroom environment where the students have real- life communication, authentic activities and meaningful tasks that promote oral language.

For developing interaction skills that enhance speaking ability, Nunan (1989, p.56) presents following activities:

- a. Sharing Information with Restricted Co-operation:
 - Identifying one picture from a set
 - Discovering identical pairs
 - Discovering sequence or locations
 - Discovering missing information and features
 - Discovering secrets
- b. Sharing Information with Unrestricted Co-operation:
 - Communicating patterns and pictures
 - Communicating models
 - Discovering differences
 - Following directions
- c. Processing Information:
 - Problem solving tasks

Similarly, Bygate, 1997, p. 71) includes the following communicative activities for developing speaking skill:

a. Reaching Consensus

Examples of this kind of activities include selecting ten objects for a journey; arguing about moral dilemmas; discussing reading comprehension.

b. Relaying Instructions

One group learns a dance or builds a model and then the group's members instruct others without using original instructions.

c. Communication Game

- Describe and draw: One student describes a picture to another who is to draw it.
- Finding similarities: Without looking at each other's pictures pairs of students try to find as many similarities between the pictures as possible.
- Describe and arrange: Student A has eight pictures in a certain arrangement, and the student B has to arrange his or her eight the same way.

d. Problem Solving

For example, groups are given a problem situation, for example, they have to imagine that they have survived a bus accident at side of the river with some tools and limited survived relations, they decide what to do.

e. Story Construction

Each student is given a different picture, and groups are to compose a story together. The pictures may be from different stories or resources.

f. Interpersonal Exchange

In pairs or small groups, students find out some aspects of each other's experience or interests.

g. Simulation and Role Play

Examples include individual role cards for a travel agent and a customer; for two interviewers and four candidates for a job.

In the same way, Ur (1981, p. 75) mentions the following communicative activities for developing speaking skill. They are:

a. Brainstorming Activities

- Guessing games: guess the object/ country/profession; (clues: first sound or letter; a piece of mime; strange picture; a puzzle clue).
- Finding connections: between in congruous prompts (verbal or pictorial); combining elements into story; finding things in common.
- Ideas from a central theme: listing objects with the same qualities; listening different uses of the same object; associated; what will need; characteristics (e.g. of a good teacher, or a car).
- Implications and interpretations: doodle; sounds; faces; foreseeing results; explanation for strong situation.

b. Organizing Activities

- Comparison: categorizing; odd man out.
- Priorities: features and functions.
- Choosing candidates: grant winner; teacher; prisoners.
- Layout problems: animals in a zoo; dinner placing; marital pairings.
- Combining version: combining two or more similar texts into one which will make sense.

c. Compound Activities

- Debates
- Surveys
- Planning projects
- Composing documents

Being based on the survey of the oral interaction activities provided by different scholars, the following activities can be conducted to develop speaking skill:

- Communication games
- Information gap activities
- Debates
- Chain stories
- Brainstorming
- Drama activities
- Problem solving activities
- Finding the differences

- Recitation
- Drilling activities
- Describing pictures
- Reading aloud
- Interviews
- Retelling story, etc.

2.1.4 Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. Moreover, collaborative learning is a relationship among learners that requires positive interdependence, individual accountability, interpersonal skills, face-to-face interaction, and processing.

The term “collaborative learning” refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another’s learning as well as their own. Thus, the success of one learner helps other students to be successful. Purposes of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participations but also promotes critical thinking. There is persuasive evidence that co-operative terms achieve at higher level of thought and retain information longer than learners who work quietly as individuals. The shared learning gives learners an opportunity to engage in discussion, take responsibility for their own learning, and thus becomes critical thinkers.

2.1.5 Collaborative and Co-operative Learning

Collaborative learning requires working together toward a common goal. This type of learning has been called by various names: co-operative learning,

collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group entails the whole process of learning. This may include students teaching one another, students teaching the teacher, and of course the teacher teaching the students, too. More importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that students have helped each other to understand and learn.

On the other hand, co-operative learning is a process meant to facilitate the accomplishment of a specific and productive or goal through people working together in ground. Inevitably, cooperation and collaborative seem to overlap, but in the cooperative model of learning, the teacher still controls most of what is going on in the class even if the students are working in groups.

Collaborative learning, on the other hand, is aimed at getting the students to take almost full responsibility for working in together, building knowledge together, changing and evolving together and of course, improving together.

2.1.5.1 Theories Underlying Collaborative Language Learning

The theories related to collaborative language learning came from different theories and perspectives developed by prominent scholars: Vygotsky from Russia, Piaget from France and Albert Bandura from the USA. Advocates of collaborative language learning assume that theories regarding collaborative learning have based on: Vygotskian perspective, Piagetian perspective and Bandura' perspective.

a. The Vygotskian Perspective

The Vygotskian perspective to collaborative learning assumes that many collaborative group activities deserve a very definite 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 based mainly on the zone of Proximal Development (ZPD) which is defined by Vygotsky as the discrepancy between the students' 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 cooperation with his/her peers being the part of an environment (as cited in Liang, 2002, .p. 26-27).

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

b. The Piagetian Perspective

The Piagetian perspective assumes that learning is generated only when the learners deserve the ability to learn cognitive content with respect to their stage of intellectual development which leads to learning with the participation among learners. This perspective assumes that knowledge is not merely transmitted verbally. It needs to be constructed and reconstructed by the learners in social interaction. Piaget asserted that a child starts to perceive the knowledge involving in different actions and experiences. Teaching learning should be oriented keeping in mind the competence and performance level of students in collaborative learning classroom. Instruction should be

individualized as much as possible and students should have enough opportunities to communicate with one another ensuring the learning environment to discover new learning. In this regard, Richards and Rodgers (1986, p. 194) Say, “Learners develop communicative competence in pedagogically structured situation.” Cognitive development is basically enhanced by the prerequisite learning environment by creating scaffolding for individuals in social collaboration and interaction. It is assumed that working together promotes social cognitive conflict and creates cognitive disequilibrium which in turn stimulates perspective- taking ability and cognitive development of learners.

c. 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 environment 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 leaning.

2.1.5.2 Elements of Collaborative Language Learning

Collaborative learning is an outcome of joint effect of different ingredients to orient learning for success of shared goal. These elements are to be organized and structured in a way to determine the learning activities towards social

interaction and interdependence. Elements of collaborative language learning are also known as principles of collaborative language learning. Olsen and Kagan (1992) propose the following key elements of collaborative learning:

a. Positive Interdependence

Positive interdependence is the most essential element and heart of collaborative learning. It assumes that students must believe that they have to ‘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 essence 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 will learn the assailed materials. The technical term for that dual responsibility is ‘positive interdependence’. When positive interdependence is clearly understandable, it establishes:

- i) Each group member’s effort as an indispensable for group success.
- ii) A unique contribution of each group member to make the joint effort on task responsible (Johnson and Johnson, 1994).

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.

b. Individual Accountability

Individual accountability refers that all students are actively involved and responsible from their own learning. It assumes the essence of ‘we each do our fair share of work.’ In collaborative learning classroom 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. Therefore, there is no 'freeloading' for anyone in a team. Richards and Rodgers (1986, p. 197), "Individual accountability involves both group and individual performance." 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 task. Thus, each member of the team is regarded important and is accountable for contributing his or her share of classroom task.

c. Face to Face Interaction

Face to face interaction refers to the physical set up of the group where students need to be clustered together in a tight group, facing each other, in order to share the ideas to accomplish the task. There should be small groups to work together to develop their skills. Therefore, for successful interaction, classroom environment should be stimulating and collaborative that each and every student has to promote each other's learning by helping, sharing and encouraging team members for effective learning. Face to Face interaction refers to the physical set of the team where students need to be placed together in a group in order to share the ideas to accomplish the task.

d. 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 collaborative 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 cooperate

effectively. In this regard, Johnson and Johnson (1990, p. 26) state, “If group members lack the interpersonal and small group skills to collaborate effectively, collaborative learning would not be productive.” Thus, for successful collaborative learning, social skills should be explicitly taught to the students so that students can work among themselves in terms of collaboration without the teacher’s authority.

e. Team Reflection

In collaborative learning, there should be critical review of each individual and their group’s behavior related to psychological, social and academic phenomena. It assumes the essence of ‘we need to monitor and process our experiences.’ There should be reflection of individual student’s behavior and thinking as the core of team reflection. Team members set up group goal and assess what they are doing well as a team. Thus, overall performance of each and every team member and group has to demonstrate their learning as a team reflection for effective group learning.

In a nutshell, elements of collaborative learning are appropriately considered to stimulate and support their teammate’s learning which develop social and academic skills in students. Therefore, collaborative learning is fruitful in promoting speaking skill by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment. It is depended upon and motivated by the focus on the reward or goal structure under which students operate to perform the assigned task.

2.2 Review of Related Empirical Literature

Different research studies are carried out in the field of speaking skill under the Department of English Education. And some research works are carried in

collaborative learning. Some of the related research works are reviewed as follows:

Baral (2006) carried out an experimental research on 'Effectiveness of Cooperative Learning on the Lower Secondary Students' achievement in English.' Objectives of the study were to find out the effectiveness of cooperative learning in comparison to usual teaching methods with respect to achievement of eighth graders in four language skills. The researcher followed a non-random sampling procedure for sampling population. He selected 40 students for experimental group and 40 students for control group. The researcher used both primary and secondary sources for data collection. He conducted the research in Surkhet district. He used test items, i.e. pre-test and post-test as the tool for data collection. He found out that cooperative learning is more effective instructional method in comparison to usual method of ELT. Cooperative learning has relatively higher achievement on the performance in four language skills. It has developed the better social skills on part of learners.

Pandey (2007) carried out a survey research on 'Teaching Speaking at the Secondary Level: An Analysis of Classroom Activities' to identify the activities used for teaching speaking at the secondary level classroom. She found out that group work, pair work and discussion are commonly used speaking activities. This study was different from the previous research studies as it tried to develop speaking skill on the part of the students after implementing the action strategy.

Adhikari (2010) carried out survey study on 'Collaborative Learning for Teacher's Professional Development'. The objectives of the study were to find out the attitude of English language teacher towards collaborative learning and the environment available for the teachers in learning and practicing collaboratively. The researcher followed non-random judgmental sampling

procedure for sampling population. She selected 20 High School English teachers from Kathmandu valley and 20 High School English teachers from Pokhara valley. She used both primary and secondary sources for data collection. She used questionnaire as the tool for data collection. She found out that almost all 97.5% teachers had positive attitudes and 70% teachers had favorable environment for collaborative learning within their institutions.

Karki (2011) carried out an action research on ‘Use of Language Games in the Teaching Speaking Skill’. The objectives of the study were to find out the effectiveness of language games in teaching speaking skill and pedagogical implications. Researcher used both primary and secondary sources of data collection. Students of grade nine from Shree Saraswati Secondary School of Sunsari district were selected using non-random judgmental sampling procedure for teaching and testing purposes as the sample of research. The researcher included thirty-four students of the selected class. He used pre-test, two progressive tests and post- test in order to elicit the required data. After conducting that research, he found the result was that the language games are better in teaching to develop the speaking skill.

Pangeni (2012) carried out a research entitled “Techniques adopted by English teachers for testing speaking skill”. The main objective of her study was to find out the techniques adopted and analyze the opinion of the teachers towards the techniques used in the testing speaking skill. All the secondary level English teachers of Palpa district were the study population of her study. She selected 40 English teachers from 20 secondary schools. She selected 2 teachers from each of the school using non-random judgemental sampling procedure.

Regarding research tools, questionnaire and classroom observation checklist were used in her study. Thus, the findings of her study showed that teachers were found using different techniques for testing speaking skill. Among them picture description, reading aloud, oral interview, telling a story were more

common in the classroom. Moreover, the findings of this study showed that 30% of the teachers felt speaking test easy task whereas 70% of the teachers felt speaking test as a difficult task.

2.3 Implications of the Review for the Study

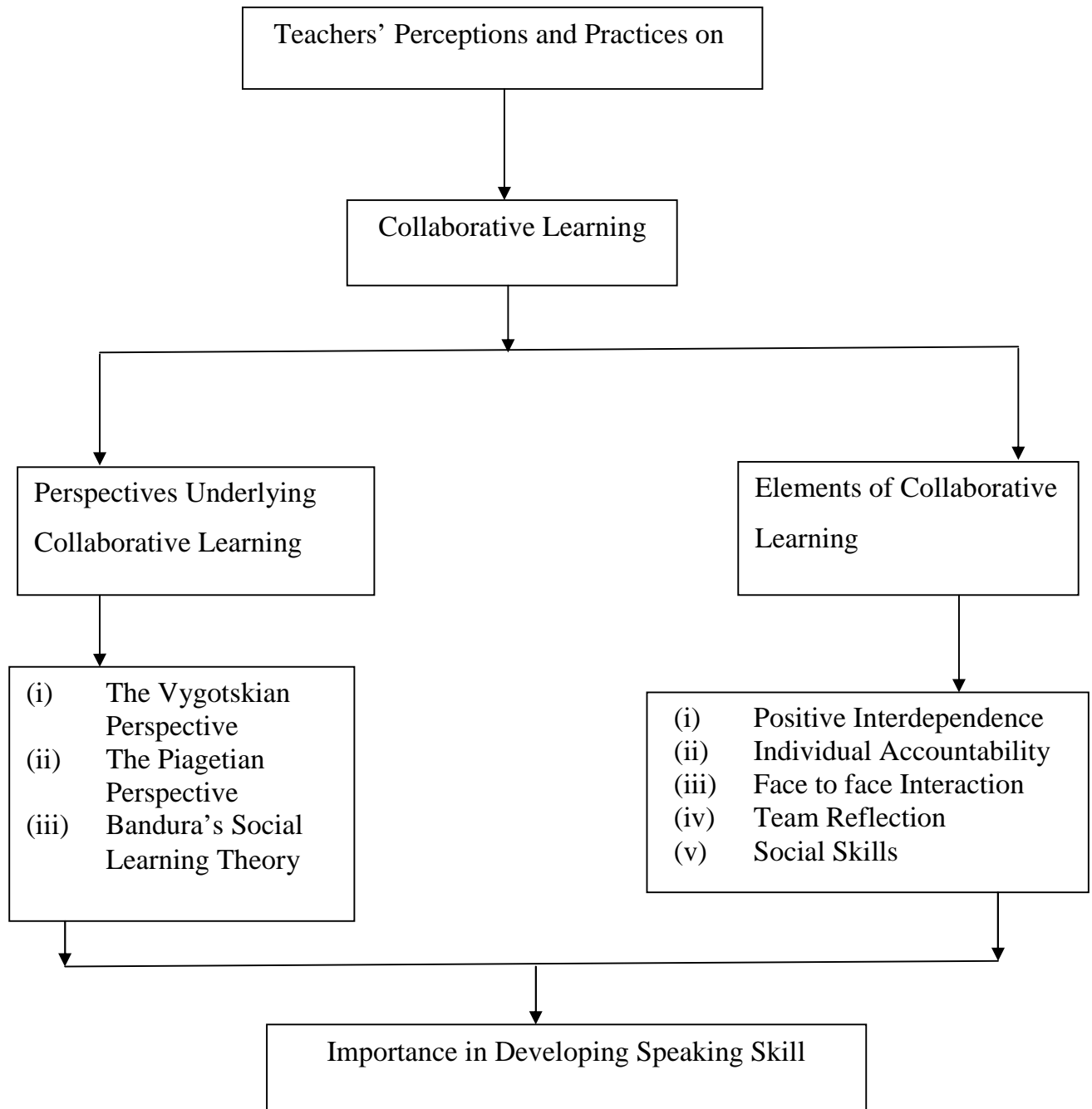
Research work takes advantage of the knowledge which was explored in the past. The review of the researches provides theoretical and practical ideas for carrying out the research in present context.

The research studies conducted under the Department of English Education was based on different disciplines of English language teaching for the purposes of providing ample ideas to related students, institutions, teachers, book writers and so on. From the vast ocean, I have selected some past research works, among them Pandey(2007) and Adhikari (2010) were survey research, Karki (2011) was in action research. So, I have got theoretical and practical ideas from their work. Not only that, from their studies, I have got much more ideas of conducting survey research.

These research studies that I have reviewed related to my study are related to speaking skill, professional development, collaborative learning in language teaching. But the present research work is different from the reviewed studies as it tries to find out the teachers' perceptions on and practices of collaborative learning in developing speaking skill.

2.4 Conceptual Framework

Based on the description above, conceptual framework for my study is presented below;



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

In order to carry out this research, I followed the following methods and procedures:

3.1 Design and Method of the Study

The design of this study was survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

According to Cohen and Manion (1985):

Survey research is the most commonly used descriptive method in educational research and may vary in scope from large scale government investigations through small scale studies carried out by a single researcher. The purpose of survey research is generally to obtain a snapshot of condition, attitudes and /or events at a single point of time (as cited in Nunan, 2010, p. 140).

We can use survey research design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the

data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study. What does he/she want to find out should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: Identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students and teachers.

Step 3: Literature review

Under this step related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview and observation checklist.

Step 6: Design survey procedures

After preparing appropriate tool for data collection the process/ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data it should be analysed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analysing the data we have to prepare the report of our research. It can be written in narrative way with description.

3.2 Population, Sample and Sampling Strategies

Survey research demands a large number of population. So, the population of this study consisted of all the secondary level English teachers of the Taplejung district. Since it is a small-scale study, it is difficult to collect data from each and every member of the respondents. So the required sample consisted of twenty secondary level English teachers. All together twenty secondary level schools were selected for this study and from each school one teacher was selected as sample using purposive non-random sampling procedure.

3.3 Study Area/Field

The research area of this study was Taplejung district, the secondary level schools and the teachers. The field of it was related to collaborative learning in developing speaking skill. For the feasibility of this study, I selected twenty secondary level schools and twenty secondary level English teachers from Taplejung district by using purposive non-random sampling procedure.

3.4 Data Collection Tools and Techniques

The main tools of data collection for this study were questionnaire and classroom observation checklist. In other words, questionnaire and classroom observation checklist were used in order to find out secondary level English teachers' perceptions on and practices of collaborative learning in developing speaking skill. These tools were supposed to be effective, appropriate and feasible for the population of this study and useful for the researcher to meet the objective of this study.

3.5 Data Collection Procedure

I went to the selected secondary schools of Taplejung district and built rapport with the concerned people. Then I explained to the selected teachers about the purpose of my study. Similarly, I also clarified the difficult terms that were used in my questionnaire sheet and classroom observation checklist. After that, I requested the selected teachers to fill or tick in the survey questionnaire and to return it as soon as possible. Similarly, I also observed their classes with the classroom observation checklist in order to find out their practices of teaching speaking skill. I observed three classes of each teacher. Altogether sixty classes were observed. Finally, I forwarded my study for the analysis part.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis started with the coding and minute analysis of the collected data. Data analysis can be seen as the process of bringing order, structure and meaning of the mass of collected data. In this research study, data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. In this study, questionnaire and classroom observation checklist were used as research tools in order to collect the data for this study. Thus, the collected data were put under different headings and then analysed and interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Results

This study was limited to the twenty secondary level English teachers. Those English teachers were selected from Taplejung district in order to find out their perceptions on and practices of collaborative learning in developing of speaking skill. Hence, in order to collect the data for this study, questionnaire and classroom observation check list were used as research tools. Hence, the results provided by these research tools are given below:

-) Eighty percent teachers agreed that collaborative learning in pairs and groups increases students' speaking skill.
-) It was found that 60% teachers perceived collaborative learning as appropriate only for talented students.
-) All the teachers perceived that collaborative learning is pair and group learning activity.
-) Seventy five percent teachers agreed that shy students felt nervous and embarrassed when they are asked to speak in a group.
-) It was found that collaborative learning provided opportunities for learners to develop successful learning and communication strategies.
-) All the teachers agreed collaborative learning as the best approach for naturalistic second language acquisition through the use of pair and group activities.
-) Similarly, seventy percent teachers agreed that working in pairs and groups students could increase their fluency and command over speaking skill.
-) It was found that collaborative learning focused students' attention to particular lexical items, language structures and communicative functions through the use of interactive tasks.

-) Forty percent teachers agreed that collaborative learning is not fruitful for secondary level students.
-) It was found that collaborative learning developed students' communicative competence in a language by conversing in socially or pedagogically structured situations.
-) Eighty percent teachers agreed that teachers' role as facilitator is more effective in collaborative learning
-) Seventy percent teachers agreed that to develop critical thinking skills and communicative competence could be possible through collaborative learning.
-) It was found that only 60% teachers' formed students' pair and groups in their classroom
-) Likewise, it was found that only 50% students showed interest in pair and group works
-) Forty percent students were found interested in learning speaking skill through collaborative technique
-) Lastly, forty percent teachers were found always interested in creating environment of collaboration in their classroom.

4.2 Analysis and Interpretation of Results

This section is mainly concerned with the presentation, analysis and interpretation of the results. The collected data from the twenty secondary level English teachers were presented, analysed and interpreted in order to find out their perceptions on and practices of collaborative learning in teaching of speaking skill. In this study, respondents were selected using purposive non-random sampling procedure. Similarly, questionnaire and classroom observation checklist were used as research tools for the collection of data.

4.2.1 Analysis of Data Collected through Questionnaire

First of all, all the twenty selected secondary level English teachers were given a set of questionnaire in order to find out their perceptions on collaborative learning in developing of speaking skill. And then, those collected data were analysed and interpreted. Therefore, the following section consists of the analysis of the data that I found in my study.

4.2.1.1 Appropriateness of Collaborative Learning

Collaborative learning is an approach to teaching that makes maximum use of co-operative activities involving pairs and small groups of learners in the classroom. In order to find out teachers' perceptions on collaborative learning, a statement was given to them. The statement was '*Collaborative learning is appropriate only for talented students*'. In order to this statement, I got different answers. The following table shows the data clearly:

Table 1

Appropriateness of Collaborative Learning

Responses	No. of teachers	Percentage
Agree	12	60%
Undecided	2	10%
Disagree	6	30%
Total	20	100%

The above table shows that out of 20, 60% teachers agreed with the statement that collaborative learning is appropriate only for talented students. Only 10% teachers were found undecided with this statement whereas 30% teachers disagreed with the statement.

4.2.1.2 Collaborative Learning Increases Speaking Ability

In order to find out teachers' perceptions on whether collaborative learning in pair and groups increase students' speaking ability or not, a statement was given to them. The statement was '*When learners learn collaboratively in pairs and groups it increases their speaking ability*'. In response to this statement, I got different perceptions of teachers. The actual data is given under the following table:

Table 2
Collaborative Learning Increases Speaking Ability

Responses	No. of teachers	Percentage
Agree	16	80%
Undecided	4	20%
Disagree	-	-
Total	20	100%

The above table shows that out of 20, 80% teachers agreed with the statement that when learners learn collaboratively in pairs and groups it increases their speaking ability. Only 20% teachers were found undecided with this statement.

4.2.1.3 Students' Nature to Speak in a Group

Sometimes teachers indicate a particular student or a particular student is indicated in a group to perform some action. For this purpose, different types of non-verbal communications are used. For example, pointing fingers or nodding head. Here, I was intended to find out whether such types of non-verbal communications make students nervous or embarrassed. The actual statement was '*Shy students feel nervous and embarrassed when they are indicated to speak in a group*'.

In response to this statement, I got the following data:

Table 3

Students' Nature to Speak in a Group

Responses	No. of teachers	Percentage
Agree	15	75%
Undecided	3	15%
Disagree	2	10
Total	20	100%

The above table shows that out of 20, 75% teachers agreed with the statement that shy students feel nervous and embarrassed when they are indicated to speak in a group' whereas 15% teachers found undecided with this statement. Only 10 % teachers disagreed with the statement.

4.2.1.4 Collaborative Learning Develops Successful Learning and Communication Strategies

Collaborative learning makes learning dependent in which each learner whether gifted or academically handicapped is held accountable for his/her own learning. In collaborative leaning socially structured information is exchanged between learners in groups. Here, in order to find out whether collaborative learning develops successful learning and communication strategies, a statement was given to the teachers. The statement was '*Collaborative learning provides opportunities for learners to develop successful learning and communication strategies*'. .

In response to this statement, I got the following data:

Table 4

Collaborative Learning Develops Successful Learning and Communication Strategies

Responses	No. of teachers	Percentage
Agree	16	80%
Undecided	4	20%
Disagree	-	-
Total	20	100%

The above table shows that out of 20, 80% teachers agreed with the statement that collaborative learning provides opportunities for learners to develop successful learning and communication strategies' whereas 20% teachers found undecided with this statement.

4.2.1.5 Pair and Group Work Increase Fluency and Command over Speaking Skill

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Simply, it is pair and group activity. It provides one of the opportunities for naturalistic second language acquisition. In other words, naturalistic second language acquisition is possible through the use of interactive pair and group activities. This type of learning makes students alert to a particular language structures and communicative functions. Here, a statement was given to the teachers in order to find out their perception on group or pair work. The actual statement was '*Working in pairs and groups students can increase their fluency and command over speaking skill*'.

The responses that I got for this statement are given below:

Table 5

Pair and Group Work Increase Fluency and Command over Speaking Skill

Responses	No. of teachers	Percentage
Agree	14	70%
Undecided	3	15%
Disagree	3	15%
Total	20	100%

The above table shows that out of 20, 70% teachers agreed with the statement that working in pairs and groups students can increase their fluency and command over speaking skill' whereas 15% teachers found undecided with this statement. Likewise, the same percentage of teachers i.e. 15% teachers disagreed with this statement.

4.2.1.6 Fruitfulness of Collaborative Learning

Through the use interactive tasks students can develop their cognitive thinking and communicative competence in a language. Here, in order to find out fruitfulness of collaborative learning for secondary level students a statement was given to the teachers. The statement was '*Collaborative learning is not fruitful for secondary level students*'.

In response to this statement, I got the following data:

Table 6

Fruitfulness of Collaborative Learning

Responses	No. of teachers	Percentage
Agree	8	40%
Undecided	-	-
Disagree	12	60%
Total	20	100%

The above table shows that out of 20, 60% teachers disagreed with the statement that collaborative learning is not fruitful for secondary level students whereas 40% teachers agreed with this statement.

4.2.1.7 Collaborative Learning Develops Critical Thinking and Communicative Competence

By conversing in socially or pedagogically structured situations, students can develop their communicative competence and critical thinking in a language. Collaborative learning also supports cognitive development of learners. In this study, a statement was given to the teachers in order to find out their perceptions on collaborative learning and its effect on critical thinking and communicative competence. The actual statement was *'To develop critical thinking skills and to develop communicative competence is possible through collaborative learning'*.

The responses to this statement are given below:

Table 7

Collaborative Learning Develops Critical Thinking and Communicative Competence

Responses	No. of teachers	Percentage
Agree	14	70%
Undecided	4	20%
Disagree	2	10%
Total	20	100%

The above table shows that out of 20, 70% teachers agreed with the statement that to develop critical thinking skills and to develop communicative competence is possible through collaborative learning whereas 20% teachers found undecided with this statement. Likewise, 10% teachers disagreed with this statement.

4.2.2 Analysis of Information Collected from Classroom

Observation Checklist

The classes of selected teachers were observed using the prepared observation checklist. A checklist containing different items was prepared for the purpose of observing teachers' practices on teaching speaking skill.

When learners converse or collaborate in a group or a teacher creates such situations in a classroom, it develops students' critical thinking, communicative competence and speaking skill. Based on this assumption, I prepared a classroom observation checklist and observed sample teachers' classes. Under this study, twenty secondary level English teachers were sample. I observed three classes of each teacher. Altogether sixty classes were observed in order to find out their practices on collaborative learning in developing speaking skill. I

found teachers were aware of different collaborative activities and teaching of speaking skill.

The classroom is a miniature society in which teacher has to do many things for developing speaking skills of the students. Not only this, he has to manage everything that makes learning and teaching speaking skill successfully. The way he moves and stands in the class, how close to the students he appears, how he maintains personal contact with the students, what degree of formality he exhibits in the class, and so on are very important to manage successful classroom atmosphere where students take risk to speak. In communicative classroom, teachers should play the role of feedback provider or facilitator. She/he should encourage introvert students in the classroom to speak or collaborate on some topic. In my study, I found teachers used different classroom activities for collaboration in developing speaking skill. Out of 60 observed classes, in 50 (83.33%) classes teachers played the role of a feedback provider or facilitator. Similarly, out of 60 in 40 (66.67%) classes teachers provided ample exposure of speech. Likewise, out of 60 in 35 (58.33%) classes teachers provided environment of collaboration. In the same way, out of 60 in 30 (50%) classes teachers encouraged introvert students to speak in the classroom. In a few classes i.e. out of 60 observed classes in 20 (33.33%) classes teachers formed students' pairs and groups to teach speaking skill.

Students are the major part of the classroom to whom all the classroom activities of teachers addressed to. Students bring unique personality in the classroom. Therefore, each student is different from one another in the classroom. for the successful English language teaching, teachers should find out students' interest, curiosity and attitude towards the lesson. While observing the classroom of teachers, I found out of 60 observed classes, in 25 (41.67%) classes students showed curiosity towards learning speaking skill. Similarly out of 60, in 20 (33.33%) classes students showed interest in pair and group works. Only out of 60, in 15 (25%) classes students showed their interest in learning speaking skill through collaboration technique.

How does a teacher talk to students or in what manner s/he collaborate with them is one of the crucial skills of a teacher? Teacher talks to students in a different way. Most of the time teachers adapt their language to make it understandable to the young students. Apart from adapting their language, teachers also use physical movements, rough –tune, gesture and facial expressions. Teacher talking time and student talking time should go in balanced way in the classroom. Sometime, overuse of teacher talking time is inappropriate because the more a teacher talks, the less chance there is for the students to practise their own speaking. It is the students who need the practice, not the teacher. If a teacher talks and talks, the students will have less time for other things, too, such as reading and writing. So a good teacher maximizes student talking time and minimizes teacher talking time. In my study, I found mostly teachers speak in the classroom. There was one way communication.

How does a teacher instruct a student in the classroom is important aspect of developing speaking skill of the students? The best activity in the world is a waste of time if the students do not understand what they are supposed to understand. When teachers give instruction to the students, it is also important for them to check whether they have understood or not. Teachers should also evaluate the students after finishing every lesson. In my study, I found rare use of collaborative game by the teachers in teaching of speaking skill. Moreover, there was satisfactory environment and situation for collaboration in the classroom. In other words, I found out of 60 in 40 (66.67%) classes teachers interested in creating environment of collaboration for teaching speaking skill.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

The present study has found out the secondary level English teachers' perceptions on and practices of collaborative learning in developing speaking skill. To be brief, teachers' perceptions on and practices of collaborative learning in developing speaking skill were found satisfactory. After the analysis of the data, it was found that English teachers had positive perceptions on collaborative learning as they believe that it develops students' critical thinking skill, communicative strategies and speaking skill. The collected data showed that collaborative learning had importance in developing students' speaking skill. Almost eighty percent teachers agreed that collaborative learning in pair and group increases students speaking ability. Similarly, it was found that collaborative learning develops students' communicative competence in a language by conversing in socially or pedagogically structured situations. 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 speaking skill.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendations. It is hoped that the findings of the study will be utilized in the following mentioned levels.

The recommendation on these levels has been presented separately below:

5.2.1 Policy Related

-) There should be regular provision of practical and skill-based training and workshop to all the secondary level English teachers that make them aware of the importance of teaching speaking skill.
-) Policy makers should formulate policy regarding the teaching of speaking skill through collaborative technique.
-) There should be frequent monitoring programme that encourage ELT teachers to use pair and group work, face to face interaction in teaching speaking skill.
-) The governmental policies should be improved in respect to collaborative technique in teaching speaking skill for the cognitive development and communicative competence of the students.

5.2.2 Practice Related

-) Teachers should use different collaborative activities like pair and group work, language games in their classroom while teaching speaking skill.
-) Collaboration and interaction among students and students-teachers should be practised.

5.2.3 Further Research Related

-) This research will provide a valuable secondary source for the researchers.

It will provide new research areas which are left to be investigated. For example, researchers can carry out a research work entitled “Usefulness of collaborative learning in developing speaking skill”.

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Appendix – 1

Classroom Observation Check-list

Name of the teacher:

Class:

Name of the school:

Date:

S.N.	Observed Items	Yes	No
1	<p>The teacher in the classroom</p> <ul style="list-style-type: none"> - providing ample exposure of speech - forming students' pair and groups - building situational context - using open-ended cues -role as feedback provider or facilitator - encouraging introvert students - providing environment of collaboration 		
2	<p>Students' in the classroom</p> <ul style="list-style-type: none"> -curiosity towards learning speaking skill - showing interest in pair and group works -attitude towards collaborative learning - -interest in learning speaking skill through collaboration technique 		
3	<p>Students' talk and teachers' talk</p> <ul style="list-style-type: none"> - Aware of benefits of teacher talking time (TTT) - Aware of benefits of students talking time (STT) - Aware of benefit of teacher talking quality(TTQ) 		
4	<p>Classroom practice/evaluation system</p> <ul style="list-style-type: none"> -environment of collaboration - communicating situation -use of evaluation technique 		

5	Different student groupings -Whole class -Group work -Pair work		
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Researcher

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Appendix 11

Questionnaire for the Teachers

Name of the teacher:

Class:

Name of the school:

Date:

1. Collaborative learning is an approach to teaching that makes maximum use of co-operative activities involving pairs and small groups of learners in the classroom.

- a. Agree
- b. Undecided
- c. Disagree

2. Collaborative learning is appropriate only for talented students.

- a. Agree
- b. Undecided
- c. Disagree

3. Collaborative learning is pair and group learning activity.

- a. Agree
- b. Undecided
- c. Disagree

4. When learners learn collaboratively in pairs and groups it increases their speaking ability?
 - a. Agree
 - b. Undecided
 - c. Disagree

5. Shy students feel nervous and embarrassed when they are indicated to speak in a group.
 - a. Agree
 - b. Undecided
 - c. Disagree

6. Collaborative learning is practiced so that learning is dependent on the socially structured exchange of information between learners in groups.
 - a. Agree
 - b. Undecided
 - c. Disagree

7. In collaborative learning each learner is held accountable for his or her own learning and is motivated to increase the learning of others.
 - a. Agree
 - b. Undecided
 - c. Disagree

8. Collaborative learning provides opportunities for learners to develop successful learning and communication strategies.
 - a. Agree
 - b. Undecided
 - c. Disagree

9. Collaborative learning provides opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- a. Agree
 - b. Undecided
 - c. Disagree
10. Collaborative learning raises the achievement of all students including those who are gifted or academically handicapped.
- a. Agree
 - b. Undecided
 - c. Disagree
11. Working in pairs and groups students can increase their fluency and command over speaking skill.
- a. Agree
 - b. Undecided
 - c. Disagree
12. Collaborative learning focuses students' attention to particular lexical items, language structures and communicative functions through the use of interactive tasks.
- a. Agree
 - b. Undecided
 - c. Disagree

13. Students become more active when they are asked to collaborate in a group on some topics
- a. Agree
 - b. Undecided
 - c. Disagree
14. Collaborative learning is not fruitful for secondary level students.
- a. Agree
 - b. Undecided
 - c. Disagree
15. Collaborative learning activities may be used to focus on language forms as well as to practice particular language functions.
- a. Agree
 - b. Undecided
 - c. Disagree
16. Collaborative learning is one of the teacher-centered activities.
- a. Agree
 - b. Undecided
 - c. Disagree
17. A central premise of collaborative learning is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.
- a. Agree
 - b. Undecided
 - c. Disagree

18. Collaborative learning also seeks to develop learner's critical thinking skill.
- a. Agree
 - b. Undecided
 - c. Disagree
19. Secondary level students pay more attention and interest in collaborative learning.
- a. Agree
 - b. Undecided
 - c. Disagree
20. Collaborative learning fosters co-operation rather than competition in learning.
- a. Agree
 - b. Undecided
 - c. Disagree
21. Teachers' role as facilitator is more effective in collaborative learning.
- a. Agree
 - b. Undecided
 - c. Disagree
22. Collaborative learning increases the possibilities for the development or use of language in ways that support cognitive development and increases language skills.
- a. Agree
 - b. Undecided
 - c. Disagree

23. To develop critical thinking skills and to develop communicative competence is possible through collaborative learning.

- a. Agree
- b. Undecided
- c. Disagree

24. What types of roles do you perform while students collaborate in a group?

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.....
.....

25. Collaborative learning helps students to develop their speaking skill. Do you agree or disagree to this statement? Provide your justification.

.....
.....
.....

Researcher

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