

**TEACHERS' PERCEPTIONS ON AND PRACTICES OF
COLLABORATIVE LEARNING IN DEVELOPING
SPEAKING SKILL**

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

**Submitted by
Gopal Poudel**

**Faculty of Education
Tribhuvan University
Kirtipur, Kathmandu
Nepal
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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Gopal Poudel** has prepared this thesis entitled **“Teachers’ Perceptions on and Practices of Collaborative Learning in Developing Speaking Skill”** under my guidance and supervision.

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DECLARATION

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

Date: 01-08-2015

Gopal Poudel

DEDICATION

Dedicated

to

my parents who spent their whole life to make me what I am today.

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First of all, I avail this opportunity to express my sincere and profound gratitude to my honorable Guruma **Prof. Dr. Anju Giri** who helped me from the very beginning to the end by providing her valuable time, different kinds of ideas, techniques and information necessary for carrying out this research work on time. Her encouragement, inspiration, co-operation, constructive suggestions are ever memorable.

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Gopal Poudel

ABSTRACT

The present research study entitled “**Teachers’ Perceptions on and Practices of Collaborative Learning in Developing Speaking Skill**” aimed to find out the teachers’ perceptions on and practices of collaborative learning in developing speaking skill. To meet the objectives of this research study, I purposively selected 20 secondary level English teachers from 20 schools of Taplejung district as sample for this study. One secondary level English teacher from each school was selected for this study. Questionnaire and Classroom observation checklist were used to collect the data for this study. The findings of this study showed that collaborative learning provided opportunities for learners to develop successful learning and communication strategies. Similarly, seventy percent 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 found that teachers rarely used collaborative games in developing speaking skill of the students.

This thesis is organized into five chapters. The first chapter deals with the background of the topic, 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. The second chapter includes review of related theoretical literature, review of related empirical literature, implication of the review for the study and conceptual framework. The third chapter covers all the areas of methodology. Likewise, the fourth chapter presents the analysis and interpretation of results and the fifth chapter includes conclusions and recommendations at three different areas (policy related, practice related and further related).

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Symbols and Abbreviations</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-5
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	3
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Delimitations of the Study	5
1.7 Operational Definition of the Key Terms	5
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	6-27
2.1 Review of Related Theoretical Literature	6
2.1.1 English Language Teaching	6
2.1.2 Language Skills	8
2.1.3 An Introduction to Speaking Skill	8
2.1.3.1 Components of Speaking	10
2.1.3.2 Stages of Teaching Speaking	11
2.1.3.3 Activities for Teaching Speaking	12
2.1.4 Collaborative Learning	17

2.1.5	Collaborative and Co-operative Learning	17
2.1.5.1	Theories Underlying Collaborative Language Learning	18
2.1.5.2	Elements of Collaborative Language Learning	20
2.2	Review of Related Empirical Literature	23
2.3	Implications of the Review for the Study	26
2.4	Conceptual Framework	27

CHAPTER THREE: METHODS AND PROCEDURES OF

THE STUDY

28-31

3.1	Design and Method of the Study	28
3.2	Population, Sample and Sampling Strategies	30
3.3	Study Area/Field	30
3.4	Data Collection Tools and Techniques	31
3.5	Data Collection Procedure	31
3.6	Data Analysis and Interpretation Procedure	31

CHAPTER FOUR: ANALYSIS AND INTERPRETATION

OF RESULTS

32-42

4.1	Results	32
4.2	Analysis and Interpretation of Results	33
4.2.1	Analysis of Data Collected through Questionnaire	34
4.2.1.1	Appropriateness of Collaborative Learning	34
4.2.1.2	Collaborative Learning Increases Speaking Ability	35
4.2.1.3	Students' Nature to Speak in a Group	35
4.2.1.4	Collaborative Learning Develops Successful Learning and Communication Strategies	36
4.2.1.5	Pair and Group Work Increase Fluency and Command over Speaking Skill	37
4.2.1.6	Fruitfulness of Collaborative Learning	38
4.2.1.7	Collaborative Learning Develops Critical Thinking and Communicative Competence	39

4.2.2	Analysis of Information Collected from Classroom	
	Observation Checklist	40

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS 43-44

5.1	Conclusions	43
5.2	Recommendations	43
	5.2.1 Policy Related	44
	5.2.2 Practice Related	44
	5.2.3 Further Research Related	44

REFERENCES

APPENDICES

LIST OF TABLES

Table 1	: Appropriateness of Collaborative Learning	34
Table 2	: Collaborative Learning Increases Speaking Ability	35
Table 3	: Students' Nature to Speak in a Group	36
Table 4	: Collaborative Learning Develops Successful Learning and Communication Strategies	37
Table 5	: Pair and Group Work Increase Fluency and Command over Speaking Skill	38
Table 6	: Fruitfulness of Collaborative Learning	39
Table 7	: Collaborative Learning Develops Critical Thinking and Communicative Competence	40

LIST OF SYMBOLS AND ABBREVIATIONS

/	-	Slash
CUP	-	Cambridge University Press
Dr.	-	Doctor
e. g.	-	For example
EFL	-	English as a Foreign Language
ELT	-	English Language Teaching
ESL	-	English as a Second Language
etc.	-	Et cetera
i.e.	-	That is
M.Ed.	-	Masters of Education
No.	-	Number
NESP	-	National Education System Plan
Regd. No.	-	Registration Number
S.N.	-	Serial Number
T.U.	-	Tribhuvan University