

Perception of Students on Teacher-Student Collaboration in EFL Classroom

2022

LalitaAwasthi

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

**Submitted by
Lalita Awasthi**

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

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Recommendation for Acceptance

This is to certify that **Mrs. Lalita Awasthi** has completed her M.Ed. thesis entitled "**Perception of Students on Teacher-Student Collaboration in EFL Classroom**" under my guidance and supervision.

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Dedication

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To

My parents, husband, family, and all the Teachers of T.U. for their selfless and everlasting love, patience and support.

Declaration

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

Date: 09/02/2022

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Lalita Awasthi

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Lalita Awasthi

Abstract

Collaborative learning (CL) has been a genuine issue of discussion and an area of considerable research interest in the field of English language teaching (ELT). In this concern, the research study entitled ‘Perception of Students on Teacher-Student Collaboration in EFL Classroom’ was an attempt to explore the perception of students on teacher-student collaboration in the EFL classroom and the role of teacher-student collaboration in student learning. For this, five M.Ed. fourth-semester students were accessed purposively using non-random sampling procedures. Interviews and informal conversations were the major tools for data collection. The collected data were analyzed and interpreted descriptively by using a thematic approach. The result of the study shows that students have positive attitude towards collaborative learning. It shows CL is a novel and motivating technique of learning that played a very crucial role to develop diverse skills viz. language, social, research, interpersonal and intrapersonal. Similarly, findings also revealed teacher-student collaboration has a positive and productive effect on students’ academic achievement.

This thesis contains five chapters. The first chapter deals with the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of key terms. The second chapter comprises a review of the related theoretical and empirical studies, implications of the studies and conceptual framework. Likewise, the third chapter consists design of the study and method of the study, population, sample, and sampling strategies, research tools, sources of data, data collection tools and techniques, data collection procedure, data analysis and interpretation procedures and ethical consideration. The fourth chapter includes analysis of data and interpretation of results. Finally, the fifth chapter focuses on findings, conclusion, and recommendations based on analysis and interpretation of the study. The references and appendices have been included in the last part of the thesis.

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List of Symbols and Abbreviations

CL	=	Collaborative Learning
EFL	=	English as Foreign Language
ELL	=	English Language Learning
ELT	=	English Language Teaching
ESL	=	English as Second Language
GW	=	Group Work
M. Ed	=	Master of Education
Prof.	=	Professor
Regd.	=	Registration Number
T.U	=	Tribhuvan University
TPS	=	Think Pair Share
ZPD	=	Zone of Proximal Development

Chapter I

Introduction

This present study is based on “Perception of Students on Teacher-Student Collaboration in EFL Classroom”. The first chapter of this study consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background

Learning is an active as well as creative process whereby an individual acquires new knowledge, skills, values, attitude, and behaviors. In the field of English language teaching (ELT) various methods and strategies are used to make student learning more effective and meaningful. However, over the years, tremendous change is seen regarding such techniques and methods of learning. It means, in past, there was a trend of teacher-centered methods in which knowledge was directly transferred to the learners. Those methods and techniques didn't meet learners' needs and interests. So, scholars began to search for alternative methods which gave birth to student-centered methods. With the arrival of student-centered methods, the focus of teaching and learning has shifted from so-called teacher-centered methods to learners and learning-centered methods. So, at present, ELT classrooms are dominated by student-centered methods. In this regard, one of the student-centered methods which dominate teacher-centered methods and become prevalent throughout the world is collaborative learning (CL).

Collaborative Learning (CL) is the well-defined educational approach for teaching and learning that involves groups of people working together to maximize their own as well as each other's learning. It is opposite to the traditional teacher-centered approach which gives more emphasis to learners' interaction and active participation in learning, rather than lecturing and note-taking. Various scholars have diverse views regarding CL. In the words of Roschelle and Teasley (1995, p.2), CL is the mutual engagement of participants in a coordinated effort to solve a problem

together. This view infers that CL is a method that raises the team spirit and unity among students and students and teachers.

Similarly, Smith and MacGregor (1992) state:

CL is an umbrella term for a variety of educational approaches involving a 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. CL activities vary widely, but most Centre on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

The above mentioned definition shows that CL allows a group of students to work together to create knowledge and achieve a shared goal.

Moreover, in the words of Dillenbourg (1999)

CL is a situation in which two or more people learn or attempt to learn something together. Two or more may be interpreted as a pair, a small group (3-5 subjects) or a class (20-30 subjects) a community, a society. Learning something may be interpreted as following a course; performing learning activities such as problem-solving. Together may be interpreted as different forms of interaction which may be face-to-face or computer-mediated. It means CL is based on the idea that learning is a naturally social act in which participants talk among themselves.

Thus, above mentioned definitions show how CL operates through interaction and communication of learners working together. It shows CL is not possible with the attempt of an individual, it requires the joint effort of more people to solve a particular problem. Therefore, in CL each team member is responsible for task accomplishment to achieve the shared goals of learning. Thus, students' interaction is very important in CL to maximize their learning performance.

Collaborative learning (CL) is very similar to co-operative learning. However, they are sometimes defined differently. The distinction between Cooperative and Collaborative Learning approaches is not a clear one. This is to say, some use the

terms interchangeably while others consider Cooperative Learning to be a type of Collaborative Learning. Regarding this, Dillenbourg (1999) argues, that collaborative and cooperative learning are similar but not same because in cooperative learning, the task is divided vertically whereas in collaborative learning the task is divided horizontally. In addition, Lane (2016) states, although these two concepts have similarities, they are distinct. In co-operative learning, action is adjusted by an individual in a group to achieve the individual goal but in collaborative learning, actions are adjusted by students to achieve shared goals. Thus, it can be understood that though collaborative and cooperative learning share most of similarities they are different in some extent.

CL is sometimes misunderstood. Various people think that CL is all about doing work individually by talking with each other. Regarding this, Klemm (1994, as cited in Laal and Laal, 2012) states, CL is not having students talk to each other while they do their individual assignments. It is also not having them do the task individually and help others to do the task and it is also certainly not having one or a few students do all the work, while the others just attached their names to the report. In the same regard Gilies, Ashman and Terwel (2008) also believe, CL is more about working together with joint intellectual effort to achieve shared goals. Thus, it can be said that CL doesn't occur by working individually rather it occurs when a group of students work together and help each other to learn.

The present era is regarded as the 21st century. In this era CL has become prevalent across the world. It has been used in each and every sector and the field of English language teaching is no exception. At present time, due to excessive use of the internet and computer technology, English language learners have got lots of good opportunities as well as have been facing greater challenges to adjust in this 21st century. So, in order to cope with 21st-century problems, learners need to be prepared with 21st-century skills such as collaboration, critical thinking, problem-solving, leadership, communicative skills, and productive skills. In this regard, CL can be one of the best 21st-century teaching techniques for the overall development of the learner.

In the context of Nepal, the English language has been taught as a foreign language but the process of teaching and learning is gradually shifting from traditional teacher-centered methods to recent ones. Especially, in higher levels, the use of

student-centered techniques can be seen after the arrival of the semester system. Now, in Nepal also traditional rote learning has been displaced with the new approaches like collaborative learning. As a result, collaborative practice between or among students and teachers can be seen in the semester system. Thus, it is needless to say CL become the demand of the present time. Hence the present study was directed to explore the perception of students on teacher-student collaboration and the role of CL in the EFL classroom.

Statement of the Problem

CL has become hugely prevalent throughout the global community of students; therefore, interest in building to create suitable CL environments has significantly increased. Today, CL has been used in a wide variety of ways across different disciplines and has become an area of considerable research interest. It has brought significant changes in the traditional teacher-centered methods. Various studies such as Lane (2016), Rao (2019) have shown that collaborative learning practice is one of the best approaches of learning that helps students to develop their inner and outer skills. Such studies believe to involve the students in student-centered techniques such as collaborative learning, group work, project work, and teamwork. However, a huge gap can be seen in collaborative theory and classroom practice.

Different surveys showed that the problem has been facing regarding collaborative learning in the context of Nepal. Being a student of the English Language, it is realized that there is a lack of consistency between theory and practice in our classrooms regarding CL. Although collaboration among teachers and students has somehow been practiced at a higher level after the arrival of the semester system the focus is still on practicing traditional teacher-centered methods. This is to say, teachers are still unaware of the concept of CL and are using so-called teacher-centered methods like a lecture. As a result, the field of English Language Teaching (ELT) in Nepal has been facing problems like optimum use of mother tongue, lack of communicative abilities, lack of critical and creative skills, unmanaged classroom diversity, crowded classrooms, and many more.

Today the field of teaching and learning become really challenging. The teaching and learning methods we practiced in the past and are practicing at present

may not fulfill the needs and demands of 21st-century learners. So at this point, teachers and students need to be thoughtful and they need to understand the importance of student-centered methods like CL which develops critical and creative thinking, communicative competency and overall language of the student.

So, now the use of a collaborative approach in the field of education has opened the gate of research to find out its effectiveness, its advantages, and its impacts. Somehow these researches outcomes are focused on teachers only- how teachers get benefited, how they could grab students' attention, how students could be engaged through collaboration, and so on. However, there are limited researches that focus on how students perceive the collaborative approach in their learning and what role does CL plays in students' learning. Hence this research addressed the students' perception on teacher-student collaboration in the EFL classrooms.

Objectives of the Study

The main objectives of this study were as follows:

-) To explore students 'perception on teacher-student collaboration in the EFL classroom.
-) To analyze the role of teacher-student collaboration in students' learning.
-) To suggest pedagogical implications.

Research Questions

This study was directed to answer the listed questions.

-) How do students perceive teacher-student collaboration in their act of learning?
-) What role does teacher-student collaboration play in their learning?
-) What are the benefits of using teacher-student collaboration in the EFL classroom?
-) What significant effect does collaborative learning have on student achievement?

Significance of the Study

This study is concerned with the teachers-student collaboration in EFL classroom. Various researches have been carried out in this area but no one's work has been conducted on this topic, which is "Perception of Students' on Teacher and Student Collaboration in EFL Classroom" in the department of English education yet. This study will provide information about the perception of students towards collaborative learning. Hence it will be significant for the teachers, learners, and trainers who are interested in collaborative learning.

First of all, this study would be beneficial for those students who feel difficulty learning individually and through traditional ways. It will help them to develop personal skills, social skills, learn from their peers, build trust, engage in learning, develop interpersonal communication and gain confidence. The study will be equally beneficial for the teachers because it provides insight, suggestions, and information on collaborative learning strategies which helps teachers to organize appropriate learning strategies, develop effective instructional planning to achieve the highest level of students' academic performance. Similarly, it would also be beneficial for novice trainers and those personalities who have a desire to learn and to teach content by collaborative techniques. In the same way, the findings of this study will be helpful to all the people who are directly and indirectly involved in the teaching and learning activities, because it will help them to expand their understanding of collaborative learning. Moreover, it will contribute to already existing literature on this topic.

Delimitations of the Study

This study had the following delimitations:

-) The area of this research was delimited to Tribhuvan University Department of English Education.
-) This study was delimited to a descriptive survey research design.
-) The study was delimited to data collected through interviews, and informal conversation.
-) The data was delimited to five participants of English education selected through non-random purposive sampling.
-) The obtained data were analyzed qualitatively using thematic analysis.

Operational Definition of Key Terms

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

Teacher-student collaboration. It means a situation where the group of students and teacher discuss and share their experiences, skills, views with each other to solve the particular problem. It encourages greater interaction and deeper understanding among them.

Perception. It is the individual way something is viewed, understood, or interpreted. People have their own perception regarding a particular thing and it can be changed.

EFL classroom. It is a situation where English is not the dominant language and is only used for very specific purposes like for getting an education, job opportunities. In an EFL classroom, students have fewer opportunities to speak the English language.

Chapter II

Review of Related Literature and Conceptual Framework

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

Review of Related Theoretical Literature

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

Defining collaborative learning. Collaboration is an act of doing something together. In this sense, CL is the situation where a group of people does tasks together to achieve common benefits. CL is different for different people. Smith and MacGregor (1992) define CL as an educational approach that involves a joint intellectual effort by students or student and teacher together. It shows CL is not possible with individual effort, it requires the combined effort of many people to be successful. In the same way, Johnson & Johnson (1999) state, CL is a set of teaching and learning strategies promoting student collaboration in small groups in order to optimize their own and each other's learning. This definition shows that CL is only possible when members of the group are interdependent and responsible for each other's learning because in CL success of one student depends on the success of other students.

Furthermore, Gokhale (1995) states,

"CL is grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated; the term CL refers to an instruction method in which learners at the various performance work together in a small group towards a common goal"

Above definition shows that in CL each member of the group must be accountable to complete the task. Thus, to conclude CL allows group of people working together by sharing responsibility to achieve shared or common goal.

CL is considered as modern as well as an effective paradigm in learning. It is believed that successful CL only occurs when students in a group take responsibility for their own and each other's learning. Regarding this, Slavin (1989) states, for effective collaborative learning, there must be group goals and individual accountability. It shows in CL the students are not only responsible for their own learning but also responsible for others' learning as well. Thus, the success of one student helps other students to be successful. In addition, it is beneficial for students in many ways because it promotes productive as well as critical thinking skills much better than competitive or individualistic learning environments because knowledge is socially constructed. Gerlach (1994, as cited in Laal and Laal, 2012) says, Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs. It means CL happens when a group of two or more learners works together to collaborate on a task, discuss a point or complete an activity. This type of intended consequence of accomplishing tasks together is to help learners learn the complexities of finding the solution to a problem and promote deeper learning through doing. As told by Vygotsky (1978, in Tran, 2013) knowledge is constructed with interaction with social beings, it is also based on the model that knowledge can be created within a population where members actively interact by sharing experiences and taking on asymmetry roles.

Today CL is widely used in education and it is one of the realistic and pragmatic teaching approaches where the learners work in teams or groups in order to solve an issue, generate an artifact or understand a notion or concept.

Thus, collaborative learning is an exact term for educational approaches encircling combined academic exertion between learners or learners and teachers together. Even though the learners work together, each one is responsible and accountable to each other. It either happens in the form of direct communication or uses computer platforms using online forums or chat rooms.

Teacher-student collaboration. Collaborative learning is the modern paradigm of teaching and learning. It is an absolutely opposite concept to traditional teacher-centered learning in which students get more active as well as creative. There are various forms of collaboration in which one of the effective forms is teacher-student collaboration.

Teacher-student collaboration here refers to more interaction or communication between or among teachers and students that might have during lessons. (Zalyaeva&Soldokova, 2014). In other words, it is one of the various forms of collaboration in which a teacher provides a task or set of tasks to the students and students do the tasks individually or in a group by consulting with the teacher. Moreover, teacher-student collaboration is something in which teacher and students frequently talk with each other about a common problem where students work as doers of task and teacher occasionally intervene to stimulate and monitor learning. In such collaboration, a teacher works as observer, mentor, expert, helper, and feedback provider whereas students work as the doer, taskmaster, active participant, and problem solver. In this regard, Zalyaeva&Soldokova (2014) states, it helps students to develop various spheres like communicative skills, personal qualities, teamwork qualities and helps to build a good rapport with the teacher. Moreover, it also helps students to eliminate misunderstandings, block psychological barriers and build trust with co-participants.

The EFL classroom is absolutely different from other classrooms. In such a classroom proper guidance, motivation, facilitation, and collaboration are highly required in order to achieve communicative competence. Besides this, teacher-student collaboration is also needed to monitor students learning and for the holistic development of an individual. According to Zalyaeva and Solodkova (2014), such interaction is extremely important because it offers students an opportunity for productive communication both inside and outside the classroom. It is also important to make teaching and learning more effective and interesting. Thus, teacher-student collaboration is required in the EFL classroom in order to acquire better communicative competency.

Elements of collaborative learning. Elements are essential parts of something. They are sometimes also called principles and components as well. Here,

elements of CL mean an outcome of the joint effect of different ingredients to orient learning for the success of a shared goal. To be successful in learning and having students complete group tasks a teacher needs to incorporate a number of essential elements and such elements are to be organized and structured properly. The elements of CL vary from author to author. However, nearly all agree that, in one way or another, the elements listed below are essential for successful collaborative learning. So, based on (Johnson & Johnson, 1999) following are the basic elements of collaborative learning.

Positive interdependence. The first and foremost requirement of having effective CL is positive interdependence. It is considered the heart of CL. In CL each member in a group depends on each other to achieve the desired goal. It means the success of an individual depends on the success of another individual. So, this principle says in CL students have to be linked together to succeed. They must realize that the success of one student depends on the success of others in the group. They should feel if one fails others also fail and if one succeeds others also succeed. Thus, we can say that if there is no positive interdependence, there is no collaboration.

Individual and group accountability. The second essential element of CL is individual and group accountability. Individual and group accountability in CL means the responsibility of each team member to achieve a shared goal. So, this element says in CL the group must be accountable for achieving its goals. Each member must be accountable for contributing his or her share of the work. Individual accountability occurs when each individual student in a group must contribute to the group as a whole. The purpose of collaborative learning groups is to make each member a stronger individual in his or her right. So they should learn together by performing alone.

Face-to-face promotive interaction. The third essential component is promotive interaction. It leads success of collaborative learning. Here, promotive interaction means interacting or sharing resources with each other by promoting each other's learning. It only occurs when members share resources and help, support, encourage, and praise each other's efforts to learn. It provides students opportunities to help each other to understand the content and overcome a particular problem. Thus, CL students are required to promote each other's learning because it is through

promoting each other's learning members become personally committed to each other as well as to their mutual goals.

Interpersonal and small group skills. The fourth essential element of CL is teaching students the required interpersonal and small group skills. Here, interpersonal and small group skills refer to basic teamwork skills that an individual must have known while involved in CL. Such skills include skills like leadership, conflict management, rapport building, decision making, communicating, listening, and many more. So, this principle says CL is inherently more complex than competitive or individualistic learning, thus in order to have successful and effective collaborative learning group members need to know such personal as well as group skills. These skills can be important for the long-term success of learning.

Group processing. The last but not the least component of CL is group processing. It is considered to be one of the most important elements of CL. It is a review session of the group to describe helpful and unhelpful actions made by students in order to decide what actions of students continue and change. So, it only occurs when group members discuss how well they are achieving their goals and maintaining effective working relationships. It helps for continuous improvement of the process of learning results from the careful analysis of how members are working together.

These five elements are essential to all cooperative systems, no matter what their size so these five elements must be carefully implemented and maintained.

Characteristics of collaborative classroom. Characteristics here are the qualities or features that are belonging to something. CL has its own features which makes it different from other kinds of learning. Regarding this, Lejeune (1999, cited in Chandra 2015) listed the main characteristics of collaborative learning as common task or activity, small group learning, cooperativity behavior, interdependence, individual responsibility, and accountability. Similarly, Tinzmann, et al. (1990) argues, collaborative classrooms seem to have the following four general characteristics.

Shared knowledge among teachers and students. One of the major characteristics of CL is shared knowledge among students and teachers. It means unlike traditional classrooms; in CL the knowledge is shared. In the collaborative classroom, the teachers are not all in all, the value is also given to students' knowledge and experience. Thus, in CL those students who do have relevant experiences are given an opportunity to share them and the whole class is enriched. Moreover, when students see that their experiences and knowledge are valued, they are motivated to listen and learn in new ways, and they are more likely to make important connections between their own learning and school learning. Thus, in CL no one is superior or inferior regarding knowledge and skills.

Shared authority among teachers and students. As knowledge collaborative classrooms also share authority. This is to say, in CL teachers share their authority with students in very specific ways. As we know in traditional classrooms the teacher has the authority of setting goals, designing learning tasks, and assessing what is learned. However, collaborative teachers differ in that. In CL not only teachers but students also have equal authority to set specific goals, designing tasks and materials. This is to say in CL the interests and demands of students are considered respectfully. They together discuss and set goals and design tasks for learning. So, collaborative teachers help students to develop critical and creative thinking skills, participation, leadership skill, and other skills too.

Teachers as mediators. Teachers are taken as a central factor in students' learning. So, one of the major characteristics of CL is the change in teachers' roles. In CL the important role of the teacher is to mediate students learning. This means in CL teacher doesn't feed students with a spoon rather facilitates and mediates their learning which helps students to better learning. Successful mediation helps students connect new information to their experiences and to figure out what to do when they are stumped, and helps them learn how to learn. Thus as a mediator, the teacher needs to adjust the level of information and support so as to maximize the ability to take responsibility for learning.

Heterogeneous groupings of students. CL involves a group of students from different backgrounds. So the perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom. The collaborative

teacher should know each student well so that he/she can better guide them for learning. The characteristic of collaborative classrooms is that students are not segregated according to supposed ability, achievement, interests, or any other characteristic. If they are not Segregated, then they can easily learn from each other.

Thus, the teacher must be thoughtful about his/her role, students' background, interests, and many more things while applying CL in the EFL classroom.

Principles of collaborative learning. Principles are fundamental truth or proposition that guides behavior. The principles of CL here refer to basic ideas that help to explain and control how it happens. Many principles have been proposed for collaborative/cooperative learning. As mentioned by Jacobs & Seouw (2015), the following are some principles of cooperative/ collaborative learning.

Heterogeneous grouping. Heterogeneous grouping is key to CL. It means CL is not possible with individual effort, it requires the effort of more people from diverse backgrounds. So, this principle says encourage students to form their heterogeneous group. It means this principle believes in CL students have to form their own CL groups with fellow students who are different from themselves in terms of past achievements, social class, nationality, ethnicity, religion, sex, personality, and learning ability. It means in the groups in which students do collaborative learning tasks are mixed on one or more of a number of variables because it helps students to see a different perspective and to learn to work with people different from themselves.

Collaborative skills. This principle says students, doing collaborative tasks must have Collaborative skills, such as giving reasons, asking for help, offering suggestions, understanding to work with others. This principle says when students use collaborative skills, their groups are likely to function better and it leads to more learning and more enjoyment of learning. Furthermore, these skills will be beneficial for students in many areas of their present and future lives. However, not all students have these collaborative skills, and, perhaps more crucially, even if students have the skills, they may not use them routinely. So, such skills need to be explicitly taught one at a time.

Group autonomy. This principle encourages students to look to themselves for resources rather than relying solely on the teacher. It says for students to become lifelong learners they need to take on some of the roles such as the roles of providing assistance and feedback. Performing these roles provides students with learning opportunities and promotes peer interactions. This principle suggests students, do not depend too much on teachers because in CL teachers are there to help students. Thus, in CL teachers should play the role of assistance and should be ready to help students in need. Similarly, students should not be dependent on the teacher only, they have to play their own role for learning.

Maximum peer interaction. The CL principle of Maximum Peer interactions encourages more student-student interactions and fewer teacher-student interactions because students become more active and get more opportunities to learn during student-student interactions. This principle says peer interaction helps the student to promote their learning and also increases the quantity and quality of learning.

Equal participation. Equal participation is the main motto of collaborative learning. Sometimes in a CL group, one or more group members attempt to dominate the whole group, deny others the chance to interact with the task and with groupmates. In such a case, the principle Equal Opportunity to Participate specifically addresses such situations. When some students are excluded from group interactions, those students may learn less and enjoy less. At the same time, the rest of the group members lose the benefits of interacting with the excluded person(s). So this principle says CL techniques, offer tools for providing all group members equal opportunity to participate.

Individual accountability. CL requires each member in a group to be individually accountable for the given task. Individual accountability occurs in groups when each member in a group tries to learn and to share their knowledge and ideas with others. So, this principle of CL puts pressure on members to do their fair share in the groups. So this principle says CL must offer the idea for promoting individual accountability.

Positive interdependence. This principle lies at the heart of CL. It encourages sharing among students. It says if students feel positively interdependent with their

group mates, the group feels that their outcomes are positively correlated. It also says if students are having difficulties, their group mates are there to help them i.e. all for one, one for all. So in CL positive interdependence promotes motivation among group members. So, when positive interdependence exists among members of a group they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members.

Cooperation as a value. An eighth CL principle is Cooperation as a Value. This principle seeks to spread the feeling of "One for all; all for one". The hope embodied in the principle of Cooperation as a Value is that students will come to view cooperation as their preferred option. This principle says in CL students need to cooperate with each other for successful learning.

The advantages and disadvantages of collaborative learning. It is generally accepted that two heads are better than one. It means two people working together to solve the problem or complete a task have a much better chance of success than one alone. So, it is needless to say CL has a significant role in ELT because it helps students to learn valuable life skills.

Based on the idea of Rao (2019) the benefits of CL are listed below.

- It promotes cooperation among the learners in the group.
- It develops learners' critical thinking skills.
- It promotes positive race relationships.
- It helps learners to reduce their anxiety.
- It cultivates a positive attitude towards their teachers.
- It promotes a learner-centered approach.
- It encourages learners to learn from each other.
- It prepares learners to be self-dependent.
- It promotes learners to work in a friendly environment.
- It develops oral communication skills.
- It provides more opportunities for personal feedback.
- It promotes the learner's interpersonal development.

Thus, there are various advantages and potential benefits of using CL in the EFL classroom.

However, everything has its negative sides. So CL has some drawbacks as well. Based on the view of Lane (2016) sometimes CL may have a sense of frustration among students. So based on her ideas following are the disadvantages of CL.

- All students can't actively and equally contribute.
- It may lead to a sense of frustration.
- Quite students may not feel comfortable or remain passive.
- Shy students may be dominated by others.
- It can lead to students dropping out of the course.
- Some students may feel difficult to communicate with other group members.
- It may not be possible at all-time in every situation.

Hence, CL has some positive and some negative aspects. So we must be thoughtful and careful while using it in the classroom.

Process/stages of collaborative learning practices. Collaborative learning is not haphazard but rather a systematic, planned, and well-organized activity of the students. It means in order to have successful CL students have to go through several processes or have to follow certain stages. Regarding this, Reid et al. (1989, as cited by Ngeow, 1989), says there are five phases that need to be followed by students to have successful collaborative learning.

Engagement. This is the first stage of collaborative learning. In this phase, the teacher raises questions or problems in order to make students engage. It means in this stage students get engaged with the given information and they try to understand the problem and also discuss what they would need to do to find out the answer to a given problem. The teacher can engage students by asking questions, proving problems, and showing pictures and videos but he/she has to decide how much input should be given to them.

Exploration. The second stage of CL is exploration. In the phase, students try to explore ideas and information by discussing them with fellow students. In this

stage, students work collaboratively to explore something together. So through this phase, students learn how to listen to each other in a group. So, to encourage group interdependence at this stage, teachers can ask students in teams to demonstrate their learning using different response modes.

Transformation. The third phase is all about the transformation of knowledge. This is where students in their learning groups engage in activities to reshape the information by organizing, clarifying, elaborating, or synthesizing learning concepts. It is crucial for this stage of learning that tasks require discussion and contribution from all group members. That's why the learning activity designed should be complex enough that there can be many opportunities for knowledge transformation at different levels.

Presentation. In the presentation phase, student groups have the opportunity to present their findings to the audience. A significant consideration at this stage is to ensure that the audience for the presentation is authentic and can provide responsive feedback to the information generated by the groups' efforts. This can be done with critical peer groups or with expert groups that have a genuine interest in the findings of the presentation.

Reflection. The last phase of the collaborative learning activity is reflection. Here, students analyze what they have learned, identify strengths and weaknesses in the learning processes they went through, and offer constructive ideas on how their learning can be improved. Student reflection should be done both individually and collaboratively, and they need to analyze individual as well as group learning processes. For that purpose, teachers may construct individual and group guidelines.

Thus, such stages of CL help to make it more scientific and systematic. So, while doing CL these stages should be taken into consideration.

Theories underlying on collaborative language learning. Collaborative learning is rooted in Lev Vygotsky's concept of Zone of Proximal Development. The Vygotskian perspective to collaborative learning assumes that parents, caregivers, peers, and the culture at large were responsible for developing higher-order functions. In the learning process, a crucial element is that it must stimulate inside growth that

only happens when a child joins, in cooperation and interaction, with his or her peers. In addition, knowledge is a "societal product" because cognitive processes are "the outcomes of cultural and social interactions. Vygotsky (1978, as cited in Tran, 2013).

Vygotsky (1978) believes that learners construct knowledge socially, based on their current or past knowledge, through social interaction rather than by observing it objectively. It means his theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. 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 student's actual developmental level and his/her potential level. Thus, learning is more accelerated through social interdependence. Furthermore, Vygotsky (1978, as cited in Tran, 2013) claims that "individual learners first learn through individual to individual social interaction and then knowledge is individually internalized"

So, as per theory, 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. Hence, social interaction needs to be encouraged in the process of learning because if social interaction or group interaction does not exist, students may not reach any shared goals or achievements.

Common techniques of collaborative learning. A technique is a method of doing some task or performing something. CL techniques here mean the activities or methods of doing collaborative work, these methods specifically aim to increase the success of teams as they engage in collaborative problem-solving. CL has various techniques such as role-play, round-robin, jigsaw, small group teaching so on, as presented by various scholars. Based on Janelle (2020) here are six common cooperative learning techniques to try in the classroom.

Jig-saw. The jigsaw is a teaching or learning strategy developed by Elliot Aronson in 1971 and further elaborated by Robert Slavin in 1986. It is an instructional strategy that allows students to depend on each other or share their responsibility to

succeeding. In this technique, students are grouped into five or six and the task is broken into different pieces then each group member is allocated a specific task. After that students solve the problem and come back to their group and teach them what they learned. This is a widely used technique that is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility.

Think-pair-share. Think-Pair-Share (TPS) is the easiest, handy and an effective collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires three steps to be done. In the first step, students are asked to think individually about a problem then they pair up with a partner and finally share ideas with classmates. This is a versatile and simple technique for improving students' reading comprehension. It gives students time to think about an answer and activates prior knowledge. TPS enhances students' oral communication skills, builds good rapport as well as increases students participation.

Round robin. Round robin is a well-known collaborative learning strategy in which the class is divided into small groups of 4 to 6 students per group. A question is posed by the teacher with many possible answers and students are given time to think about answers. After the think time, members of the team share responses with one another in a round-robin style. The recorder writes down all the answers of the group members. The person next to the recorder gives their answer and the recorder writes it done then each person in the group in order gives an answer until the time is called. This strategy is very similar to the round table. The main difference is that in a round-robin one student does all the recording for all members of his/her group.

Numbered Heads. Numbered heads together is one of the listening and speaking strategies that involve students working collaboratively in a group. In this strategy, students are divided into a group of 3-5 and each group member is given a number (1, 2, 3, 4, etc.). Then once groups are created and students are given numbers the teacher assigns them tasks and each group must come together to find an answer. After the time is up the teacher calls a number and only the student with that number may answer the question. This strategy really helps to enhance speaking, listening as well as communication skills.

Team-pair-solo. Team-Pair-Solo is also a CL strategy where students are grouped into teams to complete a task or problem. In this strategy, firstly students solve a problem as a team, then they break into pairs, and finally, they solve the task individually. The Team-Pair-Solo strategy is intended to help students to learn problem-solving skills. In this strategy, students learn to work in groups and also individually. Through this, students can learn to interact with fellow students.

Three-step interview. It is a strategy in which students are divided into small groups of 3 and play the role of interviewer and interviewee. As its name, this technique has three steps. In step one, the teacher presents an issue about which varying opinions exist and poses several questions for the class to address. In step two, the students, in pairs become the interviewer and the interviewee. Finally, in step three, after the first interview has been completed, the students' roles are switched. After all, interviews have been done, the class writes a summary report of the interview results. This strategy helps to develop three different skills questioning, listening, and time management.

Above mentioned strategies help to make collaborative learning more interesting and sustainable. It creates variety in learning and makes students motivated. So, while using CL in the EFL classroom teachers must have to think about such strategies.

Role of Teacher in Collaborative Learning. Teachers are one of the essential pillars of the teaching-learning process. Although in collaborative learning the learners work together on a given task, the teacher is still the one who plays a very important role. He/she gives instruction, control, and evaluate their learning. It means in CL teachers play the role of mentor, facilitator, environment creator, role model, and helper. Thus, it can be said that the role of the teacher in CL is shifted from information provider to a facilitator of the learning process.

According to Yan and Zhang (2000, as cited in Rao, 2019), teachers have three basic roles to play in CL, such as teacher, lecturer, and facilitator. Similarly, based on the idea of Gillieset. al. (2008), the following are the basic roles of the teacher in collaborative learning.

Making pre-instructional decisions. The main role of the teacher in CL is making pre instructional decisions for students. Here, decisions are the choices the teacher takes in order to organize the whole circumstances under which the given task is going to be tackled. In CL teachers make instructional decisions to make learning effective, inclusive, and error-free. So, while making such decisions they need to consider various things like content, level of learners, the background of learners, teaching style, availability of materials, size of the class, and so on.

Explaining the instructional task and cooperative structure. Another very important role of the teacher is to explain the academic assignment to students. It means here the teacher provides the students with explanations about the given task or exercise and clarifies for them how to work collaboratively. So, while doing this all the teachers should consider that the task explained to the students should address learners' interests and match learners' levels and must be interesting at the same time challenging and motivating. Moreover, while explaining the task the teacher should clearly explain the criteria, structure and procedures of task.

Monitoring students learning and intervening to provide assistance. Monitoring students learning and providing necessary guidance is another important role for teacher. This is to say, after taking decisions and explaining how to work together, the teacher lets his/her learners work by themselves and begin to control them. He monitors each learning group and intervenes when needed to improve task work and teamwork and provide necessary feedback.

Assessing students' learning. In this final stage after the students have finished their task, teachers bring closure to the lesson, assess and evaluate the quality and quantity of student achievement, ensure students carefully discuss how effectively they worked together, have students make a plan for improvement; and have students celebrate the hard work of group members. It means the teacher concludes, what all that the lesson was about and evaluates each group's work, and makes sure that students have worked together effectively.

Role of students in collaborative learning. As the teacher-learners have their own role in CL, they should fulfill in order to achieve their goal effectively. In CL each group member has a specific role to play in a group, such as noise monitor, turn-

taker monitor, recorder, or summarizer. Regarding this Kagan (1994, as cited in Allati, 2016), stated there are ten roles that learners should take in CL tasks completion.

Encourager. One of the most important roles of students in collaborative learning is to encourage reluctant or shy students to participate in group work. In CL each member has a specified role but sometimes shy students get left behind by extroverted ones. So, the major role of students in CL is to encourage such types of students to equally participate in group work.

Praiser. In CL another role for learners is to praise the work done by others in a group. It means in CL all the member of the group contributes to achieving the goal, so the role of the student is to praise others' contribution and recognize accomplishment.

Gatekeeper. In CL one should play the role of gatekeeper. It means sometimes shy nature students get dominated by others and they cannot able to contribute to their group. So, the role of students is to equalize the participation of each member in a group and make sure how one dominates. Similarly, he/she should keep communication channels open and encourage and facilitate interaction from those members who are usually silent.

Coach. As a coach, students should help others with academic content and by explaining concepts.

Question commander. This is one of the important roles of students in CL. In the CL group, all the students have different questions. So, as a question commander, he/she need to make sure all the students' questions are asked and answered equally.

Task master. Another role of students in CL is a taskmaster. In CL, students gather together to complete a certain task. The major role of the taskmaster is to engage students in the task in order to complete it on time. So, here the student's role is to keep the group on task.

Recorder. Keeping a record is one of the good habits of the student. In CL, the learner has to take various decisions and make plans. So, he/she need to keep a record

of all the decisions and plans so that they can achieve their goal successfully. The students can make a diary to keep a record of these things.

Reflector. One of the major roles of students in CL is the reflector. Here, reflection is about students becoming aware of their own thinking processes, and being able to make those transparent to others. It means in CL students need to think about what they have read, done, or learned which makes them aware of their learning process and strengthens their learning.

Quite-caption. Quite-caption is also the role of students in CL. CL requires a group of learners to learn something that sometimes creates classroom noise. So, as a quiet-caption student need to manage the noise so that the learning becomes meaningful.

Material monitor. Another role of students in CL is the material monitor. While doing group work students need various materials. So, the important role of students in a group is to monitor the materials and return them back.

Collaborative learning in the English language classrooms. English language classrooms are the places where the teacher and the learners work together to achieve their desired goals in a dynamic environment. Since the learners are with various abilities of learning and with different personalities who come from different backgrounds meet together in the classroom to learn the lessons in a learner-friendly manner. For this, effective teachers have to implement innovative and creative teaching strategies in order to meet their learners' individual needs. In the classroom, if the content is presented through so-called old-fashioned methods the involvement of students will be partial or low. That's why the latest teaching methods mainly concentrate on the needs and interests of the learners that need to be practiced.

In the last few years, the field of ELT has been going through lots of changes. It means various new methods and strategies are invented in the field of ELT to make teaching-learning more attractive and learner-friendly. In this regard, CL has been proved to be an effective teaching and learning strategy for both teacher and student in the EFL classroom. This is because it doesn't only provide non-threatening and positive learning environments to learners but also helps students to express

themselves in a foreign language by overcoming fear, and hesitation. Similarly, in the EFL classroom, CL also helps students for developing their personal, social as well as academic aspects.

Various studies have also shown that the use of CL in the EFL classroom can help students to develop their communicative ability because it provides ample opportunity for communication. Along with this it also can provide a fruitful environment for students to learn various skills. In this regard, Daniels (2005, in Salem, 2014) believes CL provides students a framework of support for their learning from which they can facilitate their confidence and motivation. Similarly, Rao (2019), also believes that in the EFL classroom CL can unite learners and provide a chance to have practice on listening. It also can also help them to learn the various language and problem-solving skills. Thus, it can be claimed that CL is an effective strategy to be used in EFL classrooms for teaching and learning the English language.

From the above explanation, it can be said that CL can be really beneficial teaching strategy to develop various skills such as communication, confidence, motivation, and so on. So for that, the teachers have to implement a variety of activities in their classrooms to make the learners active in their learning. Rao (2019), activities like pair or group discussions, information change activities, jigsaw activities, barriers game, think-pair-share, snowballing, provide learner opportunity for better results.

Hence, CL is taken as a very important method or technique to be used in the English language classroom. So teachers have to be thoughtful and careful while using collaborative learning in ELL classrooms because studies have found that CL works as a reliable and effective partner in getting better results in the ELL classrooms as it promotes group learning. So, while using CL in the EFL classroom the role of the English teachers is very important and they should assist the learners whenever they ask for help. Furthermore, they have to act as facilitators rather than instructors. At each and every stage, the teachers have to observe their group's progress and also motivate all the members of various groups to involve in the given tasks. Furthermore, they also have to ensure a learner-friendly and fun-filled environment while students are doing their tasks. Thus, while using CL in the classroom teachers have to be more dynamic and should always motivate and

encourage them to perform their activities in a well-organized and congenial atmosphere.

The impact of collaborative learning in EFL/ESL classroom. The twenty-first century is the era of globalization, there has been a great increase in knowledge and information on everything day by day. In this era, learning becomes like breathing. It means if you stop learning then you start dying. So, in order to educate students and meet their demands and interest, and make learning more attractive and lively teacher uses various teaching methods and strategies. Regarding this, Rao (2019) believes, in the twenty-first century, collaborative learning has become a prevalent teaching approach to be used in EFL/ESL classrooms. He believes, in the past few years' different scholars, linguists, curriculum designers, and researchers have been using it to get a better result.

Various researches have shown that CL has been adopted by most of the English languageteachers to get successful results. Since the concept of collaborative learning is to involve the learners in their tasks or projects through pair work or group work, the teachers, as well as the learners, get benefitted a lot by following this approach in their regular EFL/ESL classrooms. Rao(2019) asserts, the learners get a lot of benefit from collaborative learning where the learners share the ideas with the members of the group and also learn many new things and gain more knowledge from it. It shows Learners enjoy doing their work independently in groups by sharing their ideas with each other and every learner contributes something for the successful completion of the given task. Moreover, the learners participate with a lot of enthusiasm and encouragement as the tasks are performed with the coordination of the group members. In addition, it also helps to develop the inner and outer self of an individual.

Thus, CL has a positive impact on the EFL classroom, because it helps to increase the learners' knowledge, skills and develop their critical thinking. Hence, the English language teachers should feel the necessity of a collaborative approach and should use various CL techniques like study groups, problem-solving, project writing, collaborative writing, laboratory work, and debating in their EFL/ESL classrooms to enhance their learning.

Empirical Review of Related Literature

Several studies have been carried out in the field of collaborative learning. In this chapter, an attempt has been made to overview briefly some of the related studies in this field conducted in the past.

Adhikari (2010) carried out research on "Collaborative Learning for Teacher's Professional Development". The objectives of the study were to find out the attitude of English language teachers towards collaborative learning and the environment available for the teachers in learning and practicing collaboratively. The researcher adopted a survey design and followed the purposive sampling procedure. The population for this study was forty secondary level English teachers from Pokhara and Kathmandu valley. The questionnaire was the major tool for data collection. She found that almost 97.5% of teachers had positive attitudes and 70% of teachers had a favorable environment for collaborative learning within their institutions.

Amel (2015) conducted research on "The Collaborative Learning as a tool to Enhance EFL learners' Writing Skill." The main objective of this study was to investigate the effectiveness of collaborative learning (CL) on the students' writing skills, shedding light on the teachers' and the learner's roles in collaborative classrooms. The study enclosed the four hypotheses. The researcher collected the data through a questionnaire. The method adopted to analyze the data was descriptive. His result indicated that students appreciate learning in cooperation; moreover, teachers affirm that it is a useful technique when implemented appropriately.

Similarly, Gautam (2016) carried out research on "Collaborative Learning Method in Teaching Mathematics" by adopting an ethnography research design and purposive sampling was used as a sampling procedure. His aim was to explore collaborative teaching contributions to learning mathematics. The main findings of this study have found positive interdependency, individual accountability, and students' encouragement in motivation; students centered method in a collaborative classroom. An interview was a major tool for data collection. The population for this study was 2 secondary level mathematic teachers and 12 students were selected from selective schools of Kathmandu valley. The study found that the challenges faced were mathematics Anxiety, traditional learning teaching activities, gender diversity,

difficulty in class control, the individual difference among students in a collaborative classroom.

Yadav (2017), carried out research on the "Effect of collaborative learning on mathematics." the major focus of this study was to explore the "Effect of Collaborative Learning on Mathematics". The main objectives of the study were to compare the achievement of students taught through traditional and collaborative learning and to analyze the reflection of teachers and students towards collaborative teaching. The design of the study was experiment non-equivalent. students of class eleven studying mathematics. The sample of the study was 53 students. The experimental group was taught using a collaborative learning approach and the control group was taught using the traditional approach. The duration of the experiment was 12 days. After completing the experiment achievement test was administered on both groups and mean scores were calculated. The differences in mean achievement scores were tested using a t-test for determining statistical significance between them. Then it was found that the collaborative learning strategy was better than the traditional approach to learning mathematics and the collaborative method made students easy to understand the subject matter.

Sanud (2018), carried out research on "Collaborative Learning Practices in Teacher Education". The objectives of the study were to explore the practices of collaborative learning in teacher education through ELT seminar and report writing course and to explore the effective collaborative learning for teachers' personal, social and professional skills developments and also to explore the challenges of collaborative learning in the context of Nepal. The researcher used an ethnographic research design. The researcher selected ten student-teacher and two teacher educators by using purposive sampling. In order to obtain the required data, two teacher educators were interviewed and FGD was conducted with ten student-teacher. The researcher also observed and recorded behaviors, experiences, and attitudes. The researcher found that collaborative learning practices such as presentations, workshops, seminars, and conferences develop desired personal, social, spiritual, and professionalism in teachers.

Koc (2018), conducted research on "Exploring Collaborative Learning with a Focus on Group Activities in EFL Classrooms." The main objective of this study was

to investigate the views of English-language teachers and their students with respect to collaborative learning (CL) and more specifically, with respect to group activities. The study included 25 Turkish English-language teachers and their 486 EFL (English as a Foreign Language) students as a population. The research collected data from separate questionnaires completed by the students and the teachers. Additionally, four teachers and 10 students were interviewed. The percentage of responses for each option of each question was calculated for each item on both questionnaires. The recorded interviews were analyzed through content analysis. His result indicated that most of the student's favor group activities in the classroom, whereas the teachers exhibit far less enthusiasm for group activities because of difficulties associated with classroom management and excessive noise levels generated during group activities. It is suggested that teachers receive training in CL so that they can effectively implement the technique in the classroom and teach their students how to effectively use their interactional skills during CL activities.

Giri (2019) carried out research on "Collaborative language learning among M.Ed. Students". The main purpose of this research was to find out the collaborative learning practices among M.Ed. students and to explore the role of collaborative learning practice in students' learning. The researcher adopted a survey research design. The total population for the study was all the students of the Department of English education who had been studying M.Ed. The sample population for the study included forty-five English studying students from the Department of English Kirtipur, Kathmandu. He used a purposive non-random sampling procedure for selecting informants. Both primary and secondary sources of data were incorporated to meet the objectives of the study. He used both closed-ended and open-ended questionnaires to collect the required data. He found that most of the students are involved in collaborative learning by group formation, dividing the task in the group, student-student interaction and mutual understanding for getting a detail understanding of the content, class presentations, assignments and project works. It was found that collaborative learning enhanced them to socialize with friends from different aspects i.e. are linguistic, cultural, psychological and it also helps to develop confidence in learning, extend the area of knowledge, make more active as well as inquisitive and develop language skills.

Gurau (2019) carried out research on "Professional Development Through Teacher Collaboration". The main purpose of this research was to find out the benefits of teacher collaboration in teacher development and to explore the current instructional practices of teachers obtained through teacher collaboration for professional development. The researcher adopted a narrative inquiry research design. The total population for the study was all the secondary level English teachers of Kathmandu valley. Five English teachers who are teaching English in class eleven in Kritipur have been selected as samples by using a convenient non-random sampling procedure. The researcher used both primary and secondary sources of data were incorporated to meet the objectives of the study. He used semi-structured interviews, formal and informal conversations, and written narratives to collect required data. His finding showed teacher collaboration has various benefits in teacher professional development like teacher learning, personal independence, students' learning enhancement triangulation relationship between teachers. It was found that teacher collaboration has a significant effect on teacher personal and professional growth.

Above mentioned studies revealed that different researches have been carried out in the field of collaborative learning. Previous studies were mainly conducted to identify either students' or teachers' collaboration but this study was directed to explore students on teacher and students' collaboration in the EFL classroom. So, the finding after the analysis of data collected through interviews and formal and informal conversations will be beneficial to rethink teacher-student collaboration in the context of Nepal.

Implications of the Review for the Study

The literature review is a necessary and integral part of any research work. It is assumed to have been done vigilantly. Every new task needs a previous background that can help researchers to reach the destination in research for finding out new things and ideas. Likewise, it is important to review previous researchers as they provide insight about the objectives, research question, methodological procedures, and other important aspects of research. A literature review not only helps to avoid duplication of work but also expands the researchers' knowledge and skills related to the problem to be investigated.

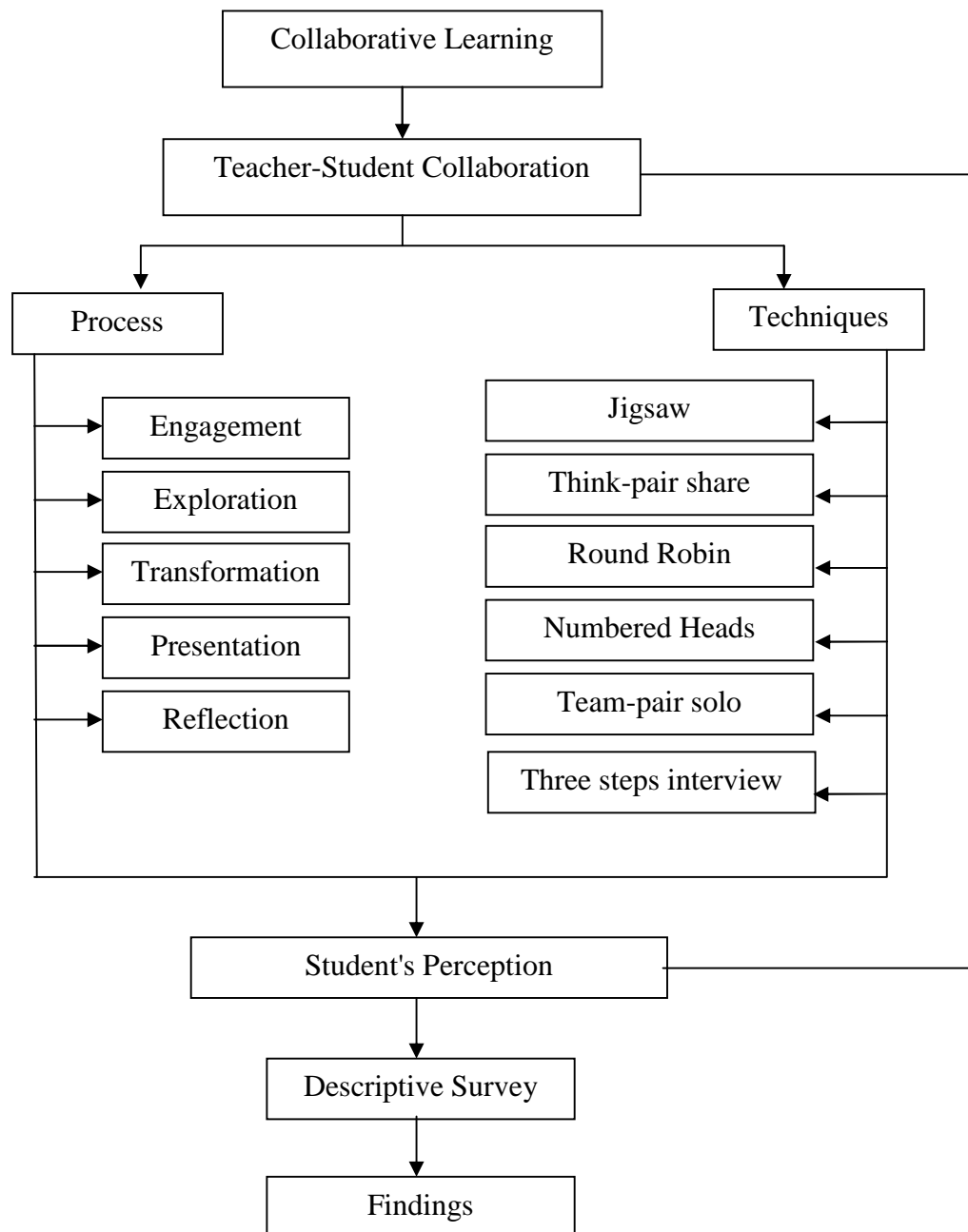
Hence considering these aspects, I have reviewed some of the theoretical works that are related to this study. I have gone through several books, articles, and journals which helped me to understand the topic more clearly. Basically, the work by Dillenbourg (1999) and Smith and MacGregor (1992) helped me to have clear-cut understanding of collaborative learning and also helped to shape the background of my study. Similarly, I have reviewed the work of Johnson and Johnson (1999). After reviewing this, I got an idea about various elements of collaborative learning and it also helped me to shape the theoretical part of my literature. Furthermore, the research carried out by Rao (2019) on collaborative learning in the English language classroom helped me to understand its role and importance in the Nepalese classroom. It also helped me to expand the knowledge related to my research area. Similarly, I have also reviewed Laal and Laal (2012), Lane (2016) Slavin (1995) and Vygotsky (1978). After reviewing those pieces of literature, I have got lots of ideas to complete my study.

I have reviewed the research carried out by Giri (2019) who carried out a research to find collaborative learning practice among M.Ed. students. This research helped me to develop the theoretical back of my study. Similarly, I have reviewed the research conducted by Gautum (2014) and Paudel (2017) on collaborative learning in teaching mathematics. These researches helped me to shape the conceptual framework of my study. Moreover, I have also reviewed research by Koc (2018) which was very informative and it provided me insights and information about the theoretical concept and a good path to forward the present study to explore collaborative learning in the EFL classroom. The research by Amel (2015) become the right path for me to set the objectives of the present study. Furthermore, the book by Sapkota (2017), and Check and Schutt (2012) provided a lot of ideas and deeper understanding on research design.

Besides, I have also reviewed, some books, articles and journals that have helped me throughout my study. Those reviewed researches provided a clear idea that what has been done till the date and what is remaining to do. Thus, the review of related literature has a direct as well as an indirect implication to my research work.

Conceptual Framework

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



Chapter III

Methods and Procedures of the Study

This chapter deals with the methods and procedures that I have used for conducting this research. It includes the design of the study, population, sample and sampling strategies, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. This study followed the given methodology to fulfill the objectives of the research.

Design and Method of the Study

Research design is the overall strategy that is used to find out answers to the research problem. According to Kothari (2004, p.31), “the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data.” The present study is based on the perception of students on teacher-student collaboration in the EFL classroom. So, a descriptive survey research design that looks for exploring the perception, attitudes, and beliefs of people on a particular aspect has been used to find out the actual thoughts and perceptions of students regarding teacher-student collaboration in the EFL classroom.

Descriptive survey research design is the most common and popular methodology used to gather information about one or more groups of people perhaps about their characteristics, opinions, attitudes, or previous experiences by asking them questions and tabulating their answers. It is a process, tool, or technique that can be used to gather information in research by asking questions to a predefined group of people. Regarding this, Check & Schutt (2012) define a descriptive survey as the collection of information from a sample of individuals through their responses to questions.

This research design is particularly used to collect and examine audiences' opinions and perceptions regarding particular phenomena. It involves questions relevant to the subject of the research and then distributed to the audience in hopes of receiving their honest response.

Population, Sample, and Sampling Strategy

Here, all the students studying English education in M.Ed. fourth semester were population of my study. The sample of the study included five M.Ed. fourth semester students who were studying English in Tribhuvan University. The sample of the study was selected through a non-random purposive sampling procedure.

Sources of Data

Both primary and secondary sources of data were used for this research.

Primary source of data. The fundamental bases of the study were the primary sources of data. The primary sources of data of this study were the interview with five M.Ed. level students from Tribhuvan University, studying in the fourth semester. I have also used informal conversation tools for collecting data.

Secondary sources of data. I have used different books, articles, journals, research documents, web sites and other related published and unpublished theses as secondary sources of data to collect more information and ideas about my study, some of them which I have consulted are: Dillenbourg (1999), Smith (1992), Johnson and Johnson (1999), Kothari (2004), Lane (2016), Rao (2019), Vygotsky (1978) Giri (2018).

Tools for Data Collection

Data collection tools and techniques are used to find detailed and relevant information about the phenomena. In this study entitled '**Perception of Students on Teacher-Student Collaboration in EFL Classroom**' data were collected by using interviews and informal conversations with participants.

Data Collection Procedure

For collecting data, I adopted the stepwise methodological procedure. First of all, I prepared an effective interview guidelines schedule on the basis of the objectives of my study. Then, I visited the Tribhuvan university, department of English education

and met students of the fourth semester and selected five participants purposively. After that, I talked about the purpose of my study with participants and established a good rapport with them. After that, I asked the selected students for their time and interviewed them in different time duration due to the fear of the Covid-19 pandemic. Due to pandemic, the interviews were taken in a different context as in my own room, at TU ground, and so forth at different times as the morning, afternoon, and late evening. At the same time, I recorded their narration using my mobile phone with their permission. I also visited them for informal conversation. After collecting data, I transcribed the recorded interviews without losing their intentions. After that, I build the themes from the transcribed interview. At last, I coded and decoded the interview into several themes and analyzed them thematically to derive the findings. Though I felt some difficulties while collecting data due to the Covid pandemic, I found the participant very cooperative and supportive. When I needed further information, I called them. So, the informal conversation on social sites and phone contact has made the research more interesting and fruitful.

Data Analysis and Interpretation Procedure

In this study collected data were analyzed systematically and interpreted and presented by using a thematic approach. For this, at first, I transcribed the collected data and got familiar with it. Then I coded the data by categorizing similar topics using the actual language of participants. Finally, I generated themes by incorporating data directly addressing my research questions. While doing this, I felt very difficult in transcribing the most remarkable excerpt of the interview because it was challenging, attentive, and time-consuming work. Later, I went through the work of Kiger and Varpio (2020) 'Thematic Analysis of Qualitative Data' for a discussion of a thematic approach. This study provided me with lots of ideas to draw out the theme quite easily.

Ethical Consideration

Ethical consideration is one of the prime aspects of the research. It plays a significant role in conducting a research study. Every researcher should be aware of the ethical considerations while conducting any research studies. I was conscious and respectful regarding my respondents' privacy in terms of their personalities,

weaknesses, and ethics. I analyzed the data objectively. I gave attention to the accuracy and truthfulness of data in my study. I did not cite the data from the books, articles, journals, and research works without referencing them. I did not manipulate the collected data. During my study, I considered the ethical values and norms of the research study. I attempted to keep the study safe from plagiarism. I do not reveal any participants. Instead of using the real name of the participants, I used P1, P2, P3, P4 and P5.

Chapter IV

Result and Discussion

This chapter deals with the analysis and interpretation of data collected through interviews and informal conversations. The information found in this section was coded with the themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of the Results

In order to meet the objectives of the study, eight guideline questions were made, and based on those guideline questions various additional questions were asked to the participants. The data obtained from the interview and informal conversation were transcribed and analyzed by using thematically under various headings and subheadings. To conceal the identity of the participants 'P1', 'P2', 'P3', 'P4', and 'P5' have been used instead of their names.

I have collected and interpreted data based on the following themes:

-) Students Perception on Collaborative Learning
-) Rhythm of Teacher-Student Collaboration
-) Teacher-Student collaboration and Strategies
-) CL and its Role in Student Learning
-) Purpose of Teacher-student Collaboration
-) Effect of Collaborative Learning on Students Achievement

Students' perception of collaborative learning. Collaborative learning is the process whereby individuals work together by sharing ideas and responsibilities to achieve a common benefit. Teacher and student collaboration is a type of collaboration where a group of students and teachers come together to achieve a common goal. It is said to take place when teachers and students work together by sharing their ideas and responsibilities. In order to explore the perception of students on teacher-student collaboration, various questions related to teacher-student collaboration were asked to the participants and diverse views have appeared.

CL: Novel and Alternative Approach for Learning: English language teaching (ELT) has come a long way. In its journey from past to present: different methods and approaches have been propounded, tested, accepted, and even rejected. To make the discipline of language learning and teaching better scholars seemed devoted and fascinated towards developing new methods and techniques. As a result, CL came as new and alternative teaching and learning technique. CL is an educational approach for teaching and learning which aimed to foster maximum interaction among people.

In the context of Nepal, where teachers still heavily rely on so-called teacher-centered methods, the use of CL appears utterly an alternative and distinct technique for students as well as teachers. Regarding this, P1 responded, *CL is a completely new approach for me. It replaced various traditional teacher-centered approaches and made students more active and constructive.*

From the above narration, it can be concluded that CL is a new strategy for students which has dominated the classroom scenario in developed countries and even in developing countries. The use of CL in the classroom is increasing however in Nepal. CL seems to be an alternative technique for students which makes them more active and creative. Thus, it can be extracted that students seem very enthusiastic and jovial by the use of CL in the EFL classroom.

Similarly, P2 stated *CL is totally different from other teaching approaches. I have never used it before under graduation, but it is really very interesting. Initially, I found it awkward because I was not used to it. But now, I enjoy having collaboration with my colleagues and teachers.*

From the narration above, it can be concluded that Nepalese classrooms are still not updated, students are still learning through a traditional teacher-centered approach. They are still being spoon-fed by their teachers. So in this scenario, CL has played an innovative and motivating role in language teaching. The use of CL in their classroom has given them a sense of newness and enjoyment. Thus, it can be concluded that albeit CL is a novel strategy for students but they are delighted by its use in their teaching and learning.

In the same regard, P3 said, *well! collaborative learning technique is a newly emerged technique, opposite to the lecture method. In CL teacher act as a facilitator and the student is an active participant. It is way different than other approaches we were practicing before. So it is advantageous to use in the EFL classroom.*

From the above-mentioned narration, it can be concluded that students seem fascinated by it. Though it is not a new approach, students are finding it advantageous and effective for their learning. CL is not exactly a new approach, neither its use in teaching and learning is recent in other countries but it can be drawn out from the above narration that for Nepalese students it is a novel tool that seems to grab students' attention.

From the above participants' view, it can be concluded that albeit collaborative learning developed in 1992 and has been in use in education as well as other sectors since a long time back, Nepalese students were oblivion about its existence, for them, the use of CL in teaching and learning is a novel practice which roughly came in use since arrival of semester system.

CL:A technique for self-observation. Self-observation is the process whereby an individual examines, assesses, and observes their own learning to gain a better understanding. (Richards & Farrell, 2005, p. 34) believe self-observation is an activity in which information about one's teaching is documented or recorded in order to review or evaluate teaching. It means it helps learners to discover or be aware of their own real selves. In teaching and learning, it plays a vital role to foster self-awareness. To be a competent learner it is very important for him/her to have a deeper understanding of oneself.

CL being a self-observation approach help students to know their core values and make a better decision. In my study, I have found the majority of students believed CL is the self-observational approach.

Regarding this P1 said, *Well! Collaborative learning is a type of group learning where ideas are shared with each other. I think it is all about re-checking, confirming, re-correcting our own and each other's learning. I believe, CL helps us to understand who we are and what are our potentials.*

From the above-mentioned response, it can be said that CL works as a guide to students. It introduces students to their real selves and encourages betterment. It makes them aware of their potentials and encourages them to communicative activities which lead to new understanding and appreciation. Regarding this, Lane (2016) states, working in a group allows students to reflect on their own learning and increase their own understanding. Thus, it can be said that CL is one of the tool for self-observation.

In the same regard, P2 articulated, *CL encourages you to put your perspective on a particular topic which helps you to know yourself better and do better accordingly. In my case, the more I involve in CL the more I explore myself. So for me, CL is all about understanding, exploring, and assessing yourself and others as well.*

From the above-mentioned expert, it can be concluded that students seem encouraged and fascinated by the use of CL as a learning technique. Despite being a new approach for students it helps them to develop critical thinking and learn in a more self-conscious manner. CL helps them to reflect upon their learning experiences and heightens awareness. It also pinpoints areas where an individual student might devote more time and attention.

To conclude, CL is considered a new paradigm in teaching and learning, in which knowledge is not transmitted but constructed. CL is taken as one of the best ways for self-reflection or self-observation because it allows students to assess, evaluate their own learning. CL helps them to understand their inner values and potentials. Thus, CL seems a very effective approach to be used in the classroom.

CL: as synergetic learning. Synergy, in general, is working together or cooperating. It is a communicative, interactive, or cooperative process that engages two or more people together to produce a combined effect that they could not accomplish independently. It provides learners an opportunity to connect with and learn from each other. It is similar to the saying the sum is greater than the parts. CL also has synergetic nature. Hence, it always encourages students to work in a group by sharing feelings and responsibilities.

Considering this, P1 says, *collaboration means the recombination of two or more minds. In such learning effort is not sufficient, it requires the support of each other to get success. It means in this learning success of one student totally depends on the success of other students. So, in my understanding, it is only possible when the whole group works together.*

From the above expert, it is understood that CL's new strategy or techniques of learning where more than two minds are combined in order to construct knowledge. In CL knowledge is constructed, discovered, and transmitted together by a group of students. (Johnson, Johnson & Smith, 1991). Hence, it can be said that in CL individual effort is not counted and is considered to be insufficient to solve a particular problem. Thus, a collective or combined effort is required to achieve target goals. So this narration makes clear that CL is similar to the saying that two heads are better than one.

In the same regard, P3 and P4 share a similar view, they responded,

Collaborative learning is learning by sharing ideas with each other. In my view, it is the way of learning where we sit together, share our ideas, and respect others' ideas to understand particular phenomena. It is one of the most important approaches in ELT to make learning lifelong and sustainable. This type of learning provides great opportunities for the student to learn various things that they might not be able to learn individually. It also helps to achieve targets easily.

From the above-mentioned narration, it can be understood that CL is one of the very effective approaches in the process of teaching and learning which provides ample opportunity to learners for interaction. Hence, they seem more engaged and invested in learning. Unlike individual learning, it encourages students to sit together and share their ideas and discuss problems which automatically ensure meaningful and sustainable learning. Thus, it is needless to say, CL is the fruitful approach for the learner to make their learning long-lasting, meaningful, and sustainable.

Similarly, regarding the same question, P5 narrated,

Various scholars have defined CL differently but in my understanding, CL is the way of learning where a group of people come together either face to face or through a virtual medium like messenger, zoom and share their views on particular phenomena to find out the conclusion. In such learning students or teachers and students collectively work to solve an issue. So for me, CL is helping others and taking help from others while learning.

From, the above discussion, it can be concluded that CL is not an easy task because it requires mutual effort and understanding of a group of people. We can say that it is a kind of group learning where each individual in a group shares his/her ideas and listen to others' ideas as well. So, it makes clear that CL is not about doing tasks individually, rather about sharing ideas, responsibilities, challenges, opportunities, and achievements. In CL each individual is equally accountable for his/her learning as well as others' learning. Similarly, the narration also shows that virtual mediums such as messenger, zoom meeting, email, etc. are very effective for doing collaborative learning.

To conclude, all the students' narratives mentioned above revealed that CL is a new paradigm in pedagogy. Despite being new approach students seem motivated and fascinated by its use. The responses above revealed that CL is only possible when each member in a group is ready to share their own ideas and listen to others because in CL the success of one student totally depends on the success of other students. Similarly, it also showed that CL requires individual accountability and sharing of ideas among group members. This is to say while doing CL each individual in the group should take his/her responsibility. Thus, it can be said that CL is a new as well as an alternative paradigm to ELT where two or more people sit together, discuss topics together, and find out conclusions together. So, it is about doing a complete task together which helps students for effective, sustainable, and meaningful learning.

Rhythm of teacher-student collaboration. Rhythm is the rate of repeating something. So here, the rhythm of collaboration means repetition of teacher-student collaboration over a period of time. It is generally believed; the more students collaborate the more they learn. So, in order to explore the rhythm or frequency of

teacher-student collaboration, various questions were asked to the participants and as a response, diverse views appeared. Considering this, P1 responded,

Actually, we have been doing collaborative practice very frequently. I feel, after Covid-19 the frequency has increased. In my case, I mostly collaborate with my friends and teacher inside as well as outside the classroom if I feel any difficulty regarding my study. Most of the time I collaborate with teachers and students in college to discuss my confusion regarding assignments and other topics. However, sometimes I also try to eliminate my confusion through virtual mediums like video calls, zoom meetings, and emails.

From the above narration, it can be said that the frequency of collaboration among teachers and students is satisfactory. It showed students are satisfied with the frequency of CL with their teachers. The narration also indicated that virtual medium has played a very important role in doing CL, especially during the Covid pandemic. So, it can be concluded that the Covid pandemic has created good opportunities and has opened the gate for virtual collaboration.

Regarding this, P2 responded differently,

Yes, teacher-student collaboration has been practiced but only in a very specific manner like while doing project work, assignment, and group work. In my experience, active or extrovert type of students is practicing it very frequently either inside or outside the classroom. However, the case of an introvert or shy type of student is different. So, however much CL is practicing is okay but not enough. So, I think it needs to be practiced more.

The narration above indicated that CL is being practiced but in very limited areas like doing assignments, project works, presentations, etc. It also indicated that CL is not being practiced in an inclusive manner. It means the only active type of students are practicing it frequently and getting benefited from it, however, the case of less active students is not the same. Thus, from the narration above it can be concluded that CL needs to be practiced inclusively and should be practiced more and more inside as well as outside the classroom.

Moreover, P3 responded as,

Yes, we are frequently practicing collaborative learning inside as well as outside the classroom. Inside the classroom, we mostly collaborate while doing assignments, group work, presentations, and discussing issues related to the topic. Whenever we have problems in doing assignments and presentations we discuss with teachers and they help us by suggesting reference materials, providing feedback, and so on. Sometimes teachers also get corrected by students when they are less prepared.

From the above narration, it can be said that teacher-student collaboration is practiced most of the time for doing various tasks given by teachers such as assignments, presentations, and group work. Narration revealed that students mostly collaborate with their teachers for getting an understanding of a particular issue. It also revealed that not only students but the teacher also gets the opportunity to learn from students. Thus, it can be concluded that frequent collaboration among teachers and students is beneficial for both of them. So it must be increased in EFL classrooms.

Regarding this P4 narrated differently,

Honestly, collaboration is there but not as expected. I mean to say, comparing with past days we collaborate very frequently with teachers as well as students. However, it is not enough. I think, collaborating only for some specific purposes like doing assignments, projects work, group works and presentation is not enough. So I think the frequency must be increased.

From the above narration, it can be concluded that students are not fully satisfied with CL that has been practiced in the EFL classroom. Narration revealed that though there is a sound collaboration among teachers and students it has not met the student's expectations. It also revealed that students mostly collaborate with teachers for very specific purposes like if they have a problem in doing assignments, project works, and classroom presentations. Thus, it can be concluded that collaborating only for a specific purpose is not enough for developing overall aspects of learners. So an effective CL must go beyond classroom tasks for getting better

output. It must be used in every bit of learning in order to make learning life-long, meaningful and sustainable.

To conclude, CL is the cry of today's world. It has been used all over the world as one of the effective methods of the 21st century because it provides ample opportunity for students for their overall language development. Above mentioned narration revealed that CL is being practiced in EFL classrooms but in very limited areas. It revealed most of the students are not fully satisfied with its' frequency. They believe it should be practiced more inside as well as outside the classroom. So, from the above narration, it can be concluded that CL plays a very important role in developing meaningful and sustainable learning so it must be used as the basic method of learning. Similarly, EFL teachers must be aware of the benefits of CL and must create a fruitful environment for it.

Teacher-student collaboration and strategies. Strategies are actions or plans that are designed to achieve a target goal. While doing CL Students were involved in different activities or used various strategies like they make groups, discussing an issue. Such strategies help students to understand the subject matter easily and to achieve target goals. In order to understand strategies of collaboration, I asked some questions related to them and various responses have appeared. Regarding this, P1 responded

Pair or group work as a strategy. Group or pair work is one of the commonly used strategies or techniques of collaboration where students are paired or grouped to discuss their thoughts. Group work is a strategy that enables students to discuss issues or to engage in joint activities with other students in a less threatening environment (Harmer, in Alfares, 2017). Hence, GW is one of the effective strategies for doing CL.

Regarding this, P1 narrated, *Well, I think in order to have collaboration first thing needed is knowing each other's level of interest. So while doing CL at first we make a group of a maximum of 4-6 students who have a common interest. Then we discuss and assign roles to each individual. Then only we discuss the problem by sharing and listening to each other's views and opinions and find out the solution.*

From the above response, it can be concluded that making small groups and discussing problems is one of the common strategies that students use while doing collaborative learning. It revealed this helped them to express their point of view on a certain topic and also helped them to be more responsible. According to Gillies and Ashman (2003), Group work promotes learning and socialization among students. So, it makes us clear that group work is one of the strategies for doing collaborative learning.

In the same reared, P2 narrated as:

..... I don't think there is any fixed strategy for CL. In my case, I mostly do CL in groups of 4-5 students who are closed. Sometimes the teacher formed a group for us and sometimes we form the group on our own. After that, we divide tasks and distribute roles among group members. Then we discuss an issue and find out the solution.

The above narration revealed that students use various strategies based on what the situation is. It showed there was no certain strategy for CL. Sometime students collaborate by making groups and sometimes they also collaborate virtually. This means

Moreover, P4 responded

Honestly, we don't have any determined strategies for CL. In my view, whenever we have a problem regarding subject matter, assignments and presentations we discuss it with the teacher. So for that usually we make a group of students who have a common problem, then we divide roles and responsibilities and then we discuss the problem to find out the solution.

From the above-mentioned narration, it can be concluded that group work facilitates student learning. Peer or group work increases students' understanding of content, builds heterogeneous relationships, and promotes student interaction which helps them to maximize their own and each other's learning.

To conclude, peer or group work as a teaching and learning strategy have great benefit to all kind of students. Through participation in peer or group work, students

learn from *each* other, learn to clarify and consolidate their thoughts, and generate various ideas. In group work students hear various thoughts and are exposed to difficult situations which helps them to develop higher-order thinking skills, social skills, leadership skills, build a positive relationship. According to Harmer (1991, in Alfares, 2017) states, in EFL classrooms, grouping is said to be an effective method of teaching because it maximizes the time that students can speak the target language and minimizes the time that students spend listening to other students and teachers. Similarly, Alfares, (2017) beliefs, GW makes the language learning environment more enjoyable for the learners that may impact positively academic achievement. Thus, GW is one of the effective strategies for making the student more independent.

Virtual collaboration as strategy. Virtual collaboration is the way of collaboration where students who are geographically separated exchange their information on a particular topic by using various virtual mediums like messenger, zoom, emails, etc. Regarding strategies of collaboration, most of the students revealed that they use virtual collaboration as a strategy of collaboration. Here P3 narrated *We use different kinds of strategies while collaborating but in this Covid pandemic virtual collaboration has been used very frequently. For online/virtual collaboration we make a closed group on messenger or zoom and discuss problems thereby sharing thoughts.*

The narration above revealed that students don't have a fixed strategy to collaborate Along with face-to-face collaboration students also use the virtual strategy of collaboration. Virtual collaboration has made their learning easier and more effective. So it can be concluded that the Covid pandemic has opened the gate for online collaboration.

In the same regard P5 narrated as

.....whenever I have a problem related to my study, I directly asked that problem to the teacher either inside or outside the classroom. Besides that, I also discuss my confusions and issues through mails and virtual mediums like messenger, zoom, and other online mediums. Now, online collaboration has become easier to use.

The narration above revealed that virtual collaboration is also a good way to exchange knowledge. It is different from face-to-face interaction because it uses digital tools to collaborate, but is less costly and more effective.

From the above responses it can be understood that along with group work, virtual collaboration is also an effective strategy for CL. It can be done through various online mediums like messenger, zoom, teams, email and so forth when students are geographically separated. According to Humes (2015), the efficacy of online collaboration may be less than face-to-face collaborative learning. However, it is beneficial for students to foster their learning.

CL and its role in student learning. Collaborative learning plays a very crucial role in developing various skills and aspects of students. It not only develops higher-level thinking in students but also boosts their confidence and self-esteem. Regarding this Rao (2016) states, CL or group work play a very dominant role in the English language classroom because it not only reduces the burden of the teacher but also leads learners to learn things on their own. Hence, it is the responsibility of teachers to create a favorable classroom environment for learners.

In my study, I *have* found CL as a very useful technique for teaching and learning and it can play a variety of roles in the classroom. Considering this, P1 states, *I think CL plays a very important role to develop each and every aspect of student learning. In my view, CL basically help students to develop three things such as collaborative skills, self-evaluation skill, and critical thinking. Besides this, it also helps to develop various language skills and research skills too.*

From the above-mentioned narration, it can be concluded that CL provides opportunities to the students like interacting with teachers and students, evaluating self-learning, and developing critical thinking. It shows, CL is really beneficial for students to develop various skills and aspects of language. Data revealed, by sharing dialogues students increase their own understanding. According to Lane (2016), CL develops collaborative skills, communicative skills, leadership, self-management skills, and also allows them to reflect on their own learning. Thus, it can be said that CL is one of the best ways to expand the horizon of students.

In the same regard P2 narrated as:

.....I think CL has a positive role in students' learning. I believe the more we engage in collaboration the more we learn. So, there is no doubt that CL helps in developing various language as well as personal skills. I also believe CL helps for sustainable and meaningful learning. Similarly, it is equally beneficial to build a good rapport between teacher and student and motivate students psychologically. So, it is mandatory in teaching and learning.

From the above-mentioned narration, we came to know that students get motivated towards learning when they are taught through CL. It also revealed that CL is one of the most effective as well as the mandatory approaches in teaching and learning because it helps students to develop various language, social and personal skills. It also helps to develop higher-level thinking and make students learning meaningful and long-lasting. Moreover, CL also play a very crucial role to build positive relationship among teachers and students by allowing them to work together. Thus, it can be concluded that CL plays a positive role to enrich students' knowledge. Thus, it must be used as the basic method of learning in the EFL classroom.

Similarly regarding P3 responded:

*In my opinion, collaborative learning is the backbone for student learning. It is very important to have collaboration among teachers and students in the EFL classroom because it helps them to overall language development and to become more socialized. I think it is very similar to the saying "**Ek le ThukiSuki, SayaleThukiNadi**". So it is a very effective approach of the 21st century that develops various language skills, social skills, knowledge, and overall personality of an individual.*

From the above-mentioned narration, we came to know that CL is a new method for students that apparently attract students' attention and helps them to enhance different kind of skills such as language skills, social skills, and communicative skills. Besides this, it also provides ample opportunity to students for the overall language development. It also makes them more social and creative. Thus,

CL is one of the effective strategies of ELT to be used in 21st-century classrooms in order to get a better result.

Moreover, P4 and P5 narrated very similar view

Of course, CL plays a very important role in today's classroom. It helps to develop confidence level, enrich vocabulary, presentation skills, critical thinking, and also reduce fear. Actually, I have first-hand experience on the role that CL played in developing my overall English language and various other skills. By collaborating with my friends and teachers I got to develop my confidence, speaking skills, language accuracy presentation skill, writing skills, and many more social skills as well.

The narration above revealed that CL plays a very crucial role in student learning since it helps them to develop diverse skills. The narration revealed that CL doesn't only develop language-related skills but also develops various other skills like confidence, social skills, presentation skills and also reduces hesitation of students. So it can be understood that students really got benefited from the teacher-student collaboration. They agreed that teacher-student collaboration helped them in and out. Thus, it can be concluded that collaboration between teacher and students helps students to express themselves which undoubtedly fascinates students learning who have been learning through the traditional teacher-centered method.

To conclude, CL has become the cry of today's world. The narration provided by students also revealed that CL has significance in the EFL classroom. It revealed CL plays a dominant role in developing overall English language learning. Through CL students develop distinct skills viz. social skills, leadership skills, rapport building skills, language skills, and many more. The narration also revealed, CL promotes critical thinking skills much more effectively than individualistic learning. Thus, CL has a positive role in students learning.

Purpose of teacher-student collaboration. The purpose here refers to the reason for doing something. The main purpose of CL is to develop higher-level thinking in students and to boost their confidence and self-esteem. Basically, in the EFL classroom students and teachers collaborate with each other for various purposes

like to boost confidence, develop language skills, develop personal and social skills, and boost critical as well as creative thinking. So, in order to know the purpose of teacher-student collaboration in the EFL classroom, I have asked them a number of questions related to it and I received diverse responses.

Considering this, participant 1 narrated,

.....Most of the time we collaborate with teachers for some specific purposes like doing assignments, clearing confusion, doing presentations, and so on. However, sometimes we don't know the hidden intention or purpose of collaboration. We just do whatever the teacher tells us to do.

The above-mentioned narration clarified that the purpose of doing teacher-student collaboration is not known all the time. It revealed most of the time students collaborate for eliminating their confusion on various assignments given by teachers. Whenever they have problems in doing such assignments they collaborate with their teacher to clarify the confusion. However, sometimes they only understand the purpose of collaboration after performing the whole task. Thus, it can be understood that most of the time students collaborate for doing the task given by the teacher but sometimes the purpose of the collaboration is hidden as well.

In the same regard, P2 narrated,

Well, specifically we do collaborative learning for doing various assignments, presentations, project work given by the teacher. Similarly, we also collaborate for other various reasons like developing speaking skills, confidence, presentation skills, research skills, writing skills, and so on. So I can say that the purposes of collaboration are not the same all the time.

The narration above revealed that students collaborate with their teachers for different purposes. It showed most of the time students collaborate for doing various tasks given by the teacher. It means when have problems in doing such tasks as assignments, the presentation then they met their teachers inside or outside of the classroom and discuss the problem. However, sometimes they also discuss other

topics as well. It was also revealed through collaboration students not only solve subject related problems but also develop other personal and professional skills.

Similarly, P3 and P5 shared quite a similar view regarding this:

.....well most of the time the purpose of the collaboration is the same as assignments, presentations, group works other term papers. In my case, I mostly collaborate with teachers if I have confusion on a particular topic. Sometime I also collaborate with them for getting knowledge on how to search materials, how to prepare for exams, how to develop good pronunciation, and so on.

The narration above revealed that students mostly collaborate with their teachers to eliminate confusion regarding study and boost their personal skills. Data showed by doing this, students were not only able to understand the subject matter more clearly but also developed various non-academic skills needed for day-to-day life. Thus, from the narration above it can be said that though students mostly collaborate with the teacher to enrich academic skills that directly and indirectly help them for their overall development.

Moreover, P4 narrated as:

Actually, the purpose of the collaboration is different in terms of the people with whom we are collaborating. I mean to say we collaborate with students and teachers for different purposes. Mostly, we collaborate with students if we don't understand any topic taught by a teacher, for doing assignments, presentations, group works, and for exam-related issues. Regarding teachers, we collaborate to get knowledge on searching materials, getting knowledge on how to do assignments how to do the best presentation. How to write a proposal how to write on exams and so on?

From the above-mentioned narration, it can be realized that students collaborate with different people for different purposes. It means the purpose of collaboration varies in terms of whom they are collaborating. It also showed there was no particular reason for collaboration, each time they collaborate with teachers for a

distinct purpose. Sometimes the purpose is related to the subject matter and sometimes not. Thus more than anything students collaborate with their teachers to become competent English speakers and learners.

To conclude, learning is purposive and goal-directed, so is CL. This is to say CL is purposeful. The main purpose of CL is to develop students' higher-level thinking, academic skills, and other skills too. Here, after analyzing all the responses above I came to know students mostly collaborate on very specific purposes like doing assignments, preparing for a presentation, and so on. It clarifies students do collaborate for very limited purposes but for whatever reason they collaborated, it has developed them as strong individuals. From the collaboration only they developed themselves as a competent learner.

Effect of collaborative learning on students' achievement. Collaborative learning has been an integral part of education for years because it produces an intellectual synergy of many minds coming to bear on a problem and the social stimulation of mutual engagement in a common endeavor. This mutual exploration, meaning-making, and feedback often lead to a better understanding. It aims to create a suitable learning environment to encourage learners to strengthen and increase their own knowledge and each other's knowledge. However, it can't be denied that everything has its' positive and negative aspects. So in order to explore the effect of CL on student achievement I have asked various questions to the participants.

Considering this, P1 responded.....-... *CL has positively affected my learning. I remember, on the very first days of college, I used to feel hesitant for sharing my ideas with others while doing group assignments, presentations, and other group tasks. I used to be afraid to ask questions to the teacher but CL helped me a lot to boost my confidence, speaking skills, questioning skills, and my overall language development. Now, I can handle any kind of situation easily.*

From the narration mentioned above, it can be concluded that students seemed positive towards the effect of collaborative learning. It revealed that learning by sharing always helped them to be more knowledgeable, confident, and creative. It has helped them to boost up their confidence and expand their horizon. Moreover, it has been understood that collaboration in one way helped them to overcome fear and

hesitation, in another way it helped them for their overall development. Thus, it can be concluded that learning together by sharing ideas with each other has only a positive and productive effect on student achievement.

In the same regard, P2 responded, there is no doubt that collaborative learning has a positive effect on student achievement. Actually, I can say am the best example of it. I have been involved in CL at the master's level only. So when I was in the first semester, I could hardly express myself among my friends and teachers as a result I used to feel frustrated for doing presentations and assignments. However, when I started discussing my problems with teachers and colleagues then I started feeling it interesting. Now, I am a teacher at one of the best boarding schools here and I can say whatever I am today is all because of sound collaboration with teachers and students. so I strongly believe that CL has a positive effect on students' achievement.

The narration mentioned above revealed that CL has helped students to overcome fear and frustration. It revealed though CL is a new learning strategy for students they are really motivated by using it because it helped them to be more confident, creative, social, and knowledgeable. Besides that, CL also helped students to reduce their monotony and increase creativity as well as productivity. So based on the narration above, it can be concluded that CL is one of the best methods for students to learn English and it has a good impact on student academic achievement.

Similarly, P3 responded, Yes, from my experience I can say that a CL has positive and only positive effects on student achievements. I personally love to study in a group, so I totally got benefited from it. CL has helped me to develop myself academically, personally as well as socially. Whenever I compare my past self with my present self I found vast change within me only. Along with the better result, I have both learned language-related as well as life-related skills from cl. So I think it can't be negative for me and anyone actually.

The expert above revealed that learning collaboratively either with students or with teachers can have some drawbacks but can't have negative effects. It revealed

CL might have some challenges but proper use of it can have various benefits for students as well as teachers. Using CL as a method of teaching and learning, students developed themselves socially, personally, and academically. Thus, using CL in the EFL classroom as a method of teaching and learning can help students to get success in academic life and boost up their knowledge level. Thus, teachers need to be thoughtful about it while choosing methods for teaching and learning.

Moreover, P4 responded,

CL has been the new approach for me but I have learned a lot by doing a collaboration. If I talk about my result then yes I have got a good result after involving in it but more than that I learned various other kinds of skills by collaborating with teachers such as research skills, presentation skills, confidence, leadership and most importantly listening to others. Collaborating with teachers has helped me to learn various things that I have never learned before. So it, directly and indirectly, helped me to be a good English speaker.

From the above-mentioned narration, I came to know that CL has played a very important role in students' achievement. Being a new approach in the field of teaching and learning has helped students to learn the English language effectively. Using CL as a method for teaching and learning, students developed various skills needed for their academic as well as personal life. Moreover, it helped them to enhance language skills, research skills, and other intrapersonal skills as well. Thus, it can be concluded that applying collaborative learning in the EFL classroom, directly and indirectly, helped students to achieve their goals.

In the same regard, P5 states,

I feel collaborative learning has always had a positive effect on student learning no matter whether that is a student-student collaboration or that is teacher-student collaboration. From my experience, I can say that by discussing problems with others you can get a number of solutions and by sitting and doing work together you can boost your language as well as your other personal and social skills.

From the above narration, it can be said that learning something together has a positive effect on student achievement. Students agreed that discussing problems and confusions with teachers and sharing information and ideas helped them to get good command over speaking and other language skills. They also agreed that discussing problems with others helped them to understand them easily and quickly. Thus, this narration shows CL can only have a positive effect on student achievement.

To conclude, CL is one of the most used methods of the 21st century. It is considered as finest method to be used in the EFL classroom because it is supposed to have a positive effect on student achievement. By analyzing the above responses, I came to know that students feel more confident and comfortable in their ability to understand skills learned when they can practice, investigate, and explore with a teammate. It is also understood that through collaborating with teachers, they developed the personal, social, cognitive as well as emotional aspects. In addition, students are taught valuable career skills through collaboration. It also revealed that using a collaborative approach in the EFL classroom students became more proficient at communication, patience, confidence, and a good listener of others' ideas. According to Humes (2015), CL increases students' success and engagement, improves students' attitudes and beliefs towards learning, and also improves group functioning and academic success as well. Thus it can be understood that collaboration has a positive impact on student achievement and should continue in the classroom to support a higher level of learning for students.

Chapter V

Findings, Conclusion and Recommendations

In this chapter, I have concluded my study which I have drawn from chapter I to chapter IV. It is all about the brief description of my research study. Similarly, I have presented the major findings of the study, conclusion, and recommendation. Likewise, I have concluded with my reflections which include the challenges, dilemmas encounter while preparing the overall thesis.

Findings

The findings of the data analysis collected from the previously discussed instruments are reported in this section of my study. On the basis of analysis of data and interpretation of the result from the students' narratives and informal conversation, I have drawn findings of my research. In this section, I have tried to present the main themes of research finding separately that stemmed from the data analysis, research objective, and research questions.

Perception of student on teacher-student collaboration. The first objective of my research was to analyze the perception of students on teacher-student collaboration in EFL classrooms. The stories of participants showed that they have different perceptions regarding it. Some of them believe collaborative learning is one of the best ways of learning but others view it as situationally appropriate. Thus, from the analyzed data it can be said that most of the students are completely satisfied with collaborative learning while some others are not fully convinced. Based on the research result, I have mentioned the following major findings:

-) Participants viewed collaborative learning as the new, motivating and self-reflective technique used in the classroom by their teachers.
-) Participants believed that collaboration with teachers has made their learning meaningful, sustainable and long-lasting.
-) Findings also revealed that collaborative learning is a prominent tool to motivate students towards teaching and learning activities and spiced up their monotonous lecture-based teaching-learning activities.

- J Finding also revealed that collaboration is one of the effective ways to understand the content easily and recheck, confirm and re-correct one's own as well as others' learning.
- J Finding revealed that the use of a collaborative approach in EFL classroom boosted up students' memory and has made them more creative and constructive.
- J It was also found that collaboration among teacher and students has made learning interesting, enriched horizons and motivated them towards self-study, introduced them to their real selves and encouraged for betterment.
- J Participants have vocalized that they got more involved in interacting with their teacher since they had used a collaborative approach in the EFL classroom.
- J The finding showed the majority of students were motivated and fascinated with teacher-student collaboration and wanted to have maximum teacher-student collaboration inside and outside the classroom.
- J Finding revealed that teacher-student collaboration should be increased in EFL classrooms in order to ensure lifelong, meaningful, and sustainable learning.
- J Participants revealed that collaboration helped them to develop language skills, presentation skills, interpersonal skills, intrapersonal skills, research skills, and social skills so they wanted to use it more frequently.
- J Participants revealed that collaborative learning provided them with a good environment to share ideas, emotions, and opinions which helped them to learn the language in an easy and interesting way.
- J Similarly, it was found that some students were not completely satisfied with the frequency of collaboration and agreed that the frequency of teacher-student collaboration needs to be increased.

Role of teacher-student collaboration on learning. The second objective of my study was to explore the role of teacher-student collaboration on student achievement. Based on the analysis and interpretation of data, I have summarized the following findings regarding the role of collaboration.

- J Participants viewed CL as playing the role of confidence and personality booster.

-) The finding revealed that teacher-student collaboration has played a positive and productive role in developing overall aspects of the learner.
-) Almost all the participants experienced that teacher-student collaboration has played an important role in developing skills such as communicative, social, language, and other intrapersonal as well as interpersonal skills.
-) It was found that teacher-student collaboration developed students personally, socially and academically.
-) Finding revealed that CL has increased students' success and engagement, decreased hesitation and fear and improved academic success.
-) All the participants believed that collaboration has made learning easy, effective, interesting and long-lasting.
-) The findings revealed that collaborative learning has made students more responsible, active, enthusiastic, and socialized.
-) It was found that working in pairs or groups for doing group assignments, classroom presentations, making seminar reports, and preparing for the exam-oriented questions fostered them to increase command over language skills and also helped them for overall development.
-) Most of the participants agreed that collaboration among teachers and students has enhanced presentation skills, confidence, leadership skill, positive rapport, and language fluency by providing enough opportunities to speak.
-) Finding revealed that students' academic achievement has fostered with the use of it.

Conclusion

After analysis and interpretation of data, I found that students have quite positive perceptions and experience towards collaborative learning and for them, collaborative learning is a comparatively new approach that is used in their teaching-learning activities. They were found very enthusiastic learning through collaboration because it has helped them to understand the content in a better way and for lifelong, meaningful, and sustainable learning. They opined collaborative practice in EFL classrooms is way better than so-called teacher-centered methods.

It is obvious through this research that students do like teacher-student collaboration being used in their classes. After analyzing the collected data, I found that students are interested and excited to learn more through teacher-student collaboration because they were never exposed to such techniques in teaching-learning activities. Similarly, they agreed that teacher-student collaboration has helped them develop various skills such as speaking, research skill, confidence, presentation skills, and social skills. But students were found dissatisfied with the frequency of collaboration. So they believed the frequency of collaboration needs to be increased. Thus, it is important to understand collaborative learning is just a technique. Though students find it interesting as it is a new phenomenon for them, it is not free of hassles. Participants presented ideas like it is beneficial that they can get the opportunity to express themselves but they are unknown to the fact that it is replacing their autonomous learning habits which is also useful. Collaborative learning is encouraging students to be interdependent, not to be independent. Thus, collaborative learning is not inherently capable of enlivening dull and monotonous classes but its proper use certainly is capable of enriching the teaching-learning activities.

Hence, collaborative learning being a new and interesting technique that can support learning, it should never substitute significant skills needed in students' learning like autonomous learning. Therefore, teachers need to be thoughtful about it.

Recommendations

Every research study should have its recommendations in one way or another. So, this research work has also some recommendations. It is hoped that the findings as summary and gist as conclusions will be utilized in the following mentioned levels. Based on the major findings and conclusion of the research some recommendations have been made for the following three levels:

Policy related recommendation. The policies are the government's actions to formulate the rule, system, and regulation. It is the foremost thing to make any task successful. As they guide us thoroughly to have a desirable achievement in any field. Every nation has its own policy in different sectors. In order to have effective

collaborative learning in the EFL classroom, the government should formulate the policy. So I recommend the following action to be taken at the policy level.

-) Nepal government and other related agencies should make collaborative learning the basic method of teaching-learning in EFL classrooms.
-) It is recommended that the policymakers should formulate policies by taking a collaborative approach into consideration since it helps to enhance various skills such as communicative skills, language-related skills, personal skills, and social skills.
-) The government of Nepal should formulate a syllabus or curriculum in such a way that encourages collaborative learning in the EFL classroom.
-) EFL teachers should be made aware of the importance of using collaborative learning so that they could use it to the fullest extent.
-) The curriculum should be revised frequently and various collaborative learning-related activities should be kept there.
-) The findings showed that collaborative learning is not possible without proper support, guidance and facilitation. So, it is recommended that the government should provide necessary support and guidance for effective collaborative learning.

Practice related recommendation. This policy is meaningless if it does not come into practice. So, the policies must turn into action. The current research study is beneficial for those who are at the practice level; especially ELT teachers can be benefited and it is significant for them as they perform various activities at the practice level. Thus, on the basis of the findings of this research, the following practice-related recommendations can be made.

-) The teachers should use different collaborative activities like pair work, group work, and language games in their classroom while teaching various language skills.
-) The school administration, head of the department, and other staff should be responsible to create a fruitful collaborative learning environment in the EFL classroom.

-) The teacher should try to increase interaction among students and teachers. So that learning becomes more interesting, sustainable, and lifelong.
-) The teacher should not be engaged in traditional methods like lecturing. Instead, he/she should be ready to play a new or contextual role.
-) The teacher should ensure various collaborative activities like group work, assignments, small group presentations, home assignments, and discussions and debates are being practiced in the classroom.
-) School management should take various steps in order to reduce the unnecessary burden from students and teachers.

Recommendation for further research. Research is a challenging and rigorous activity and no research is complete in itself. This study was limited to exploring the perception of students on teacher-student collaboration and the role of collaboration on students' achievement, so it might have some limitations as well. I am hopeful that this study will be a major base for further researchers. Thus, based on this study, the following further research related recommendations are drawn that are presented below:

This study *was* confined to the perception of students on teacher-student collaboration. So, further research can be carried out on the parents'/ teachers'/ stakeholders' perceptions.

-) If the researcher uses the other research design instead of narrative inquiry, the findings might be different than the current research
-) The current research was confined to the perceptions of M.Ed. students so similar research can be carried out in other levels.
-) The current research explored the perceptions of students regarding teacher-student collaboration and its role in the EFL classroom. Hence, further research can be carried out on the effectiveness and impacts of collaboration on teaching-learning.
-) This research will provide a valuable secondary source for the researchers.
-) The present research was limited to five students of Tribhuvan University only. So, further research can be carried out at other universities too by using other various designs.

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Appendices

Appendix A

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Perception of Students on Teacher-Students Collaboration** under the supervision of **Mr. Bhim Parsad Wasti**, lecture, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore students' perception on teacher-student collaboration in EFL classroom and to analyze role of teacher-student collaboration in student's learning. The expected duration of your participation will be two hours. The research tool mainly will be the interview and informal conversation. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result. I assure you that any information that you provide will be kept highly confidential and will be used only for this research purpose. Please inform me of your decision and hopefully your consent by responding. See you soon.

Researcher

Lalita Awasthi.

M.Ed. 4th Semester

Tribhuvan University Campus, Kirtipur, Kathmandu, Nepal.

Note:

-) There will not be certain risks & discomfort associated with this research.
-) The information you provide for the purpose of this research is confidential for both interviews & informal conversations.
-) Interview will be recorded.
-) I hope you will not leave yourself from the process at any stage.

Signature.....

Appendix B

General Interview Guiding Questions

The interview questionnaire has been prepared to collect information for the research work entitled, **Perception of Students on Teacher-Students Collaboration** under the supervision of **Mr. BhimParsadWasti**, lecture, Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Questions

- i. Briefly introduce yourself, please.
- ii. Family history: members, family educational background.
- iii. What are the things that actually energize you to learn English?
- iv. Concept of learning and collaborative learning
- v. Role of collaborative learning in EFL classroom
- vi. Teachers' and students' role in collaborative learning
- vii. Pros and challenges of collaborative learning
- viii. Techniques of collaboration
- ix. Process of teacher-student's collaboration in EFL classroom
- x. The role of the principal, teaching staff, senior teachers, school administration in collaborative learning
- xi. Effect of student-teacher collaboration in learning
- xii. Anything additional

Appendix C

The interview has been conducted to collect the viable insight for the research work entitled **Perception of Student on Teacher-Student Collaboration** under the guidance and supervision of **Mr. Bhim Prasad Wasti**, Lecture, Department of English Education, T.U, Kirtipur, Kathmandu, Nepal. I do hope the informants will cooperate by providing invaluable information to accomplish my research.

Sample Interview Transcript I

Researcher: Hello sir, Namaste.

Respondent: Namaste.

Researcher: How are you?

Respondent: I am pretty good and what about you?

Researcher: I am also fine, at first thank you so much for managing your valuable time.

Respondent: It's nothing.

Researcher: Shall we start then?

Respondent: Sure

Researcher: Well, first of all, I am going to introduce myself. I am Lalita Awasthi, a student of M.Ed. 4th semester, English Education T.U, Kirtipur. Currently, I am carrying out my research entitled "Perception of Student on Teacher-Student Collaboration". So, today I am here to take your interview for my research purpose because you are one of the respondents for my research.

Respondent: ok

Researcher: Would you please briefly introduce yourself?

Respondent: Sure. This is me SujanOjha (pseudo name). I am from Doti and I am one of the students of M.Ed. 4th semester. Currently, I live in Kirtipur. I am married and belong to a small family where there are 5 members. My mother and grandmother are housemaker, my brother is a lecture, I am a student as well as a teacher.

Researcher: Would you mind telling me about your schooling?

Respondent: Well, I started my schooling at one of the government schools in Doti. I studied classes one to twelve at the same school. I was very good at my studies from the beginning. Actually, I was topper there. After my intermediate, I joined my bachelor's at Kailali Multiple Campus, Dhangadhi. I learned many things in my bachelor's as I got acculturate with the new environment. Later, I came here to complete my master's level at T.U. itself. Now I am about to finish my master's in English Education. So, this is how my schooling started and now here I am.

Researcher: How do you remember your English language learning journey?

Respondent: (Smiling) it was really interesting. Actually, I started my schooling at a government school, so I started learning English when I was in 4th class. I was keenly interested in English from the very first days of school. Initially, my grandfather used to teach me English alphabets and I used to study with full of interest and concentration. Though I was average at English, I was a topper in my class. During my school days, we used to learn English by rotting structures and vocabulary. At that time, I used to feel very irritated because being a non-native speaker of English it was hard to rote and memorize all the English structures. Later, I choose English as a major subject and I came to know about various new strategies of learning English. So, those methods and strategies helped me a lot to expand my horizon. After intermediate, I got the opportunity to learn from well-trained and experienced teachers and I also started teaching which also helped me to expand my English language. So, I can say the journey was very challenging at the beginning but now I am good at English.

Researcher: Could you share your experience on Collaborative Learning?

Respondent: Actually, I don't have that long experience on CL. I have been practicing it since my bachelor's. At that time also the use of CL was not frequent, we used to collaborate only for clearing confusing topics and discussing exam-related matters. But now this is not so. After joining my master's here at Tribhuvan University, I collaborate very frequently with my teachers and colleagues. Now, we frequently participate in group work, assignments, group presentations, and other discussions.

Researcher: How did you feel and how do you feel now as you are involved in CL?

Respondent: Being very honest, initially I found it awkward and boring because I could hardly express my point of view. I also used to feel nervous to speak in front of teachers and friends. So, doing CL was boring and exhausting for me at the beginning. However, now, I really enjoy sharing my opinion and listening to others. Now I feel, learning through collaboration has a number of benefits for students.

Researcher: How do you define CL?

Respondent: (smiling).....in my view, CL is all about sharing ideas with each other. It is one of the methods of learning which helps to re-check, re-correct and, confirm one's own ideas and beliefs. So, CL is all about learning from each other.

Researcher: Could you tell me how frequently do you practice CL in your classroom?

Respondent: Of course, it is being practiced so well but sometimes we are also asked to work individually, which is also nice. However, in the classroom teachers always encourage and motivate us to work in a group. They help us by providing us with guidelines and feedback. They provide us with group tasks so that we can collaborate.

Researcher: Would you mind telling me about the practice of teacher-student collaboration?

Respondent: Sure, teacher-student collaboration is being practiced very frequently inside as well as outside of the classroom. Inside the classroom, we mostly collaborate

with teachers while doing group assignments, presentations, project work and for eliminating confusion, and teachers help us by providing feedback and valuable suggestion. In the same way, we also discuss various issues related to subject matter outside the classroom and even from virtual mediums as well.

Researcher: Can you tell me what kind of strategies do you follow while collaborating?

Respondent: There is no certain strategy that we follow. Actually, most of the time we collaborate physically by making a group of five-six students who have a common interest. Then we divide the task to each member of the group, discuss the problem, take feedback and suggestion from teachers, and derive the conclusion. However, we also follow the virtual medium of collaboration as well.

Researcher: Could you tell me for what purpose of do you mostly collaborate?

Respondent: The purpose of collaboration is not the same all the time. I mean to say, most of the time we collaborate for doing an assignment, presentation, group work, and for solving subject-related problems. However, the purpose of the collaboration is hidden also. It means sometimes the teacher asked us to do certain work and we just do what the teacher tell us to do.

Researcher: Being a student which type of learning do you think is more effective in EFL classrooms? Individual or collaborative?

Respondent: I love to learn collaboratively rather than learn individually. So I believe, collaborative learning must be there in EFL classrooms. As we know learn English means learning to communicate or speak, CL is such an approach that encourages students for maximum interaction that help them to develop communicative skills along with other basic skills of the English language. Similarly, CL also helps the student to develop other life-related skills like leadership, confidence, social skills, and intra and interpersonal skills too. So, in my opinion, CL is more effective than individual learning because students can learn many things by learning collaboratively that they might not able to learn individually.

Researcher: In your opinion, what role does teacher-student collaboration plays in students' learning?

Respondent: I personally feel teacher-student collaboration enhances students learning a lot. It plays a crucial role to develop each and every aspect of students learning. From my experience, I can say that teacher-student collaboration helps to expand students' knowledge, confirm one's understanding regarding subject matter, helps to recognize resources, and develops various collaborative skills. Moreover, it also helps to develop language skills, social skills, and personal skills as well. That's why teacher-student collaboration has a number of benefits so it must be used as the basic method of teaching and learning. In my case, by involving in CL I have developed many skills. Foremost, I have developed the skill of collaborating with anyone. I remember when I just started my 1st semester we were asked to do group work. Our teacher made groups for us and assigned tasks but I felt so difficult and embarrassed because it was my first time and students in the group used to laugh whenever I tried to speak. At that time, it made me realize that collaborating with people is not easy. However, with time, I learned how to handle those things, so now I can digest or handle any type of people and any kind of situation. So this is the first thing I have learned from CL. Besides that, I also developed searching skills. This means before involving in CL I had no idea how to search for authentic materials but collaboration with teachers helped me to know how to search materials. Moreover, I also developed language skills and boost my confidence too.

Researcher: Did you feel any kind of difficulty while collaborating with teachers?

Respondent: (smiling) of course, I have felt difficulties in the first few days. Actually, I have never done collaborative learning with teachers before this, so it was very much difficult for me to collaborate because I used to hesitate to ask questions. Sometimes teachers also used to get angry on very small things so I used to hide my confusion. I was not so expressive so sometimes I used to feel staying calm is better than expressing feelings. So it was of course very challenging for me to involve in collaboration. However, gradually I started asking my confusions and involving in the discussion which automatically made me comfortable. Now, I don't feel any kind of

hesitation to discuss any kind of issue with my teachers. I think teachers are like friends for me so I can easily ask my confusions them.

Researcher: In your opinion, what is the impact of CL on student learning?

Respondent: I feel CL has a positive impact on students' achievement. I think, not only students but teachers also get benefited from the teacher-student collaboration. If I talk about students, they get better resources, reduce the dropout rate in learning. Collaboration also encourages the students towards learning and helps in developing all the skills of language. If I talk about my case, CL has played a positive and productive role in my learning. It helped me to develop my speaking ability, reduce my hesitation, boost my confidence and boost my personality too. Collaboration also helped me to have good academic achievement. Actually, I have been involved in CL at the master's level only. So when I was in the first semester, I was not very good at speaking English so I could hardly express myself among my friends and teachers as a result I used to feel frustrated for doing presentations and assignments. However, when I started discussing my problems with teachers and colleagues then I started feeling it interesting. After doing collaborative learning I have built my confidence, improved my English speaking, learned various language-related and collaborative skills. Now, I am a teacher at one of the best boarding schools here and I can say whatever I am today is all because of sound collaboration with teachers and students. so I strongly believe that CL has a positive effect on students' achievement.

Researcher: Are you satisfied with teacher-student collaboration in your classroom?

Respondent: Ummm..not actually. I mean to say that, whatever is being practiced is good but not sufficient. I think the frequency of CL should be increased. Now, what happening is students who are extroverts are practicing it very nicely and getting benefited from it but those shy and introverts are not getting a chance and are not getting benefit from CL. So I feel it should be practiced in an inclusive manner so that each kind of student can learn something. I also think the principal, school administrators, and teachers have to play an important role to create a fruitful environment for it.

Researcher: Finally, what would you like to say in relation to the things that we discussed above?

Respondent: Well, I have said many things about it but I just want to say that CL needs to be practiced from the lower level. In our context, most of the teachers are unaware of the importance of CL in learning as a result they are still practicing so-called old teacher-centered methods. So, I want to say that ELT teachers must be aware of methods like CL and must use such methods in their classrooms to make teaching-learning more interesting and meaningful. At last, I just say, I find your topic very interesting and hope my responses help you and best wishes for your thesis.

Researcher: Thank you. I will contact you if I need more information.

Respondent: Sure.

Researcher: Thank you again.

(Note: I have presented only some parts of the interviews)