

# CHAPTER ONE

## INTRODUCTION

This is the study on **Collaborative Learning Practices among M.Ed. Students**. This introduction part consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

### 1.1 Background of the Study

Learning is a continuous process. In the process of learning, learners use different strategies or actions. They can collaborate, co-operate, share, and reflect the ideas to each other. Collaborative learning is considered as a good way of learning to the students. The 21<sup>st</sup> century learners are smarter, dynamic, and more informed who are flooded with abundant information and options, due to the advancement of variety of social media, and have better access to limitless sources of information (Perlman, 2006). Due to excessive use of internet and computer technology, learners have access to vast resources in their fingertips, so they can find whatever, wherever, and whenever. Despite such opportunities, they also have greater challenges to adjust in this 21<sup>st</sup> century globalization. Moreover, the traditional Nepalese teaching learning practice is not likely to fulfill the needs of time, since it is also difficult to develop the required knowledge and skills in the learners needed to overcome the 21<sup>st</sup> century global challenges.

It is the time to rethink about the existing teaching learning practices and the sorts of human resources that we need to produce to face the challenges in future. In this context, learners need to have prolonged engagement in a variety of meaningful multidisciplinary hands-on activities, creating a self-directed and independent learning environment as per their needs and interests in collaborative approach. The smarter and better communicators, collaborators, and performers can be produced for the workplace and society of the future

(Perlman, 2006). Learners learn the best when they are engaged in learning by doing. In order to cope with the 21<sup>st</sup> century problems, learners need to be prepared with 21<sup>st</sup> century skills and collaborative learning can be one of the best 21<sup>st</sup> century teaching approaches. Collaborative learning focuses on 21<sup>st</sup> century skills. The term "21<sup>st</sup> century skills" is generally used to refer to certain core competencies such as collaboration, critical thinking self-initiated or self-reflected in learning and problem-solving that advocates believe schools need to teach to help students thrive in today's world. At the present era learners and schools are taken as workplace. In a learner centered classes students should be provided with the opportunities to work together. Learners' involvement in teaching helps to acquire the things. It is similar to the meaning as like; one famous Chinese proverb *Tell me and I forget. Show me and I remember. Involve me and I understand.*

As the proverb above goes, it is a widely accepted idea that learners learn better when they are engaged in real life situations or experiential learning. So, the learners' engagement in the teaching learning activities plays a vital role in their learning achievement. Giri (2016) argues that, more engagement of the students results in the higher level of achievement. However, teaching learning practice in Nepalese context is quite contrary, where teachers sweat in the classroom. In this regards as Defelice (1996) states, "Teaching in monolingual/mono-cultural, and non-English speaking environment at a time can be frustrating" (p. 43). Everything gets changed over the certain span of time. Today's children are not going to learn as their parents did. Even the teaching learning methods we practiced in the past may not fulfill the needs and demands of 21<sup>st</sup> century learners. In this case we can support the ideas of Highet (2008) who expresses that methods in any country alter every generation or so, as the structure and ideals of society alter. To meet the ever-changing needs of students in the modern world, educators need to have forward thinking and change the traditional way of thinking in order to incorporate the new ways of learning. Similarly, Karn (2007) also mentions

that language teaching in general and English language teaching (ELT) in particular have tremendously changed over the centuries. In this dynamic world, in order to tackle the challenges of the new era in learners, collaborative learning can be an effective strategy in enhancing the learners' learning achievement in English as a foreign language (EFL) context.

Study and research in English Language Teaching (ELT) motivated researchers and educators to develop effective and reliable teaching learning process. In those processes students should be involved and opportunities given to them to participate in classroom with emphasis on group learning. Collaborative learning itself is an example of group learning. It was developed as the student-centered teaching method emphasizing social nature of learning. Richards and Rodgers (2001, p. 1) mention, "The early twentieth century educator John Dewey is usually credited with promoting the idea of building collaborative in learning into regular classrooms on a regular and systematic basis." It is an old concept employed in education for a long time and goes back hundreds of years and longer. Similarly, Kessler (1992) says, "The application of collaborative learning to classroom teaching finds its root in the 1970s when Israel and the United States began to design and study collaborative learning models for classroom context". There is long history of collaborative learning on research and its application in academic field to find out its effectiveness and relevance in teaching learning process. It has been established as an effective learner centered teaching method due to its productive nature and outstanding features. Therefore, it is applied in almost all academic fields from school level to university level and claimed to be an effective teaching method in foreign and second language education by scholars.

In traditional classroom teaching and learning, teachers were superior and they tended to impose the subject matter in one way direction which lacks the development of language skills as well as social skills needed on part of learners. Learners were accustomed to develop the sense of competition rather than collaboration. So, Richards and Rodgers (2001, p. 192) claim, "Minority

groups fall behind higher-achieving students.” Therefore, to overcome these problems learners can collaborate to each other and teacher has to involve students to have collaborative learning practices.

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

## **1.2 Statement of the Problem**

In the context of Nepal, English language is taught as a foreign language. Because of this fact, English Language teaching (ELT) situation has been facing the problems like, traditional methods, rules, teachers-centered techniques, classroom diversity, and crowded classroom and so on. In this regard, teachers, students, curriculum planning and policy and environment should be made in accordance to the existing challenges and practices of teaching. Today’s learning is taken as the challenge in the field of teaching and learning process. This challenge cannot be coped only by the individual learning practice. Learning is challenging this challenge cannot overcome by individual attempt. So, there is the need of collaborating. In this sense, I have raised the issue of collaborative learning among M.Ed. students. It is because in the 21<sup>st</sup> century collaborative learning is taken as the blooming strategy in teaching learning process.

In traditional learning system there was used only teacher's centered method or rote learning, such as students are not interested in teaching learning activities thus, the result seem low achievement. Nowadays, "how to increase the number of students and quality of achievement in teaching learning activities" is an issue, for this it is important to invent new method in teaching learning activities. So, collaborating teaching method was founded as new method. It is assumed that the newly practiced method is more effective than traditional.

Several researchers(Adhikari; 2010, Poudel, 2016 and Regmi, 2011) have conducted some research on it but they are not much comprehensive and have also not much addressed collaborative learning practices among students. However, these studies have shown that collaborative learning practice is fruitful in teaching learning process. As our theories say involve the students in students-centered techniques such as collaborative learning, group work, project work and field trip in teaching learning activities but in practice there is lacking of such student centered techniques. There is no consistency between theory and practice in our classroom. So, to bridge the gap between the theory and practice, I am interested to find out the practices of collaborative learning in the context of our country. After that study, the outcomes would be the consistency between theory and practice will be increased as well as the students will be beneficial from this study and the teacher will not sweated in his/her act of teaching.

### **1.3 Objectives of the Study**

The objectives of the study were as follows:

1. To find out the collaborative learning practices among M.Ed. students.
2. To explore the role of collaborative learning practice in students' learning.

## **1.4 Research Questions**

This study had the following research questions:

1. To what extent they are involved in collaborative learning?
2. How do M.Ed. students collaborate to each other to evaluate their learning?
3. What different roles of collaborative practices do they experience?
4. How do they perceive collaborative learning practice in their act of learning?

## **1.5 Significance of the Study**

Learner-centered learning has significance in English Language Teaching (ELT) fields. This research tries to find out the perceptions and practices of collaborative learning. This study will reveal the reality of collaborative learning practices among the M.Ed. level students. This study will assist to the learners who depend upon the teacher centered techniques and strategies. Teaching and learning process goes smoothly and successfully through collaborative practices.

It will be beneficial for the learners to develop the social skills, learn from the peers, build trust, engaging in learning, developing the interpersonal communication and gain confident. So, it will be useful for those students who feel difficulty to learn individually and through traditional way. This study is especially focused on collaborative learning as one of the important tools for learning the contents or subject matter effectively. The study will be equally beneficial for the teachers, novice trainers and those personalities who have desire to learn and to teach contents by new techniques. All the persons who are directly and indirectly in the teaching and learning activities will be benefitted from this study. Therefore, it will be useful to all the stakeholders who are directly or indirectly related to the field of ELT in general.

## 1.6 Delimitations of the Study

My study was confined in terms of study area, population, sampling procedure, design and research tool. It was limited to the students of M.Ed. level of Central Department of Tribhuvan University Kirtipur, Kathmandu. Forty-five students were selected as a sample from the Department of English Education who were learning collaboratively. Likewise, this study was confined to the survey research design and purposive non-random sampling procedure. Similarly, questionnaire (close-ended and open-ended) were used as a research tool for the collection of data. This study was specific to explore the role of collaborative learning practice in students' learning achievement.

## 1.7 Operational Definitions of the Key Terms

The following key terms used in this study have been defined in this section:

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

**Co-operative Learning:** The learners sometime they work together to achieve the shared goal and whatever activities do them for their shared understanding is known as co-operative learning.

**Perception:** In this study, perception refers to the way that we think about someone or something or the impression we have of it.

**Roles:** In this study, the term roles refer to the function assumed or part played by a person or a thing in a particular situation.

**Practice:** In this study, practice refers to repeated exercise in or performance of an activity or skill so as to acquire or maintain proficiency in collaborative learning.

# **CHAPTER TWO**

## **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

Review of related literature is one of the important steps in the course of conducting a research. The whole study is directly or indirectly supported by the ideas of theorists, researchers and experts. This chapter consists of the review of related theoretical literature, review of related empirical, implications of the review for the study and conceptual framework.

### **2.1 Review of Related Theoretical Literature**

In this chapter different theoretical concepts that are related to this study have been discussed. This theoretical framework facilitates the study by providing theoretical backup.

#### **2.1.1 Collaborative Practices in Language Teaching and Learning**

Learning has become synonymous with taking in information passively and retaining it. This is one of the biggest misconceptions we carry into our lives after leaving the educational system. The truth is that all learning is active. It is a process of us doing something to ourselves. As American philosopher Adler put it (1999), “All learning is fundamentally an active process, a process of learning from experience, of learning by doing, not by having something done to oneself.” That is to say learning is an active process whereby students assimilate the information and relate this new knowledge to a framework of prior knowledge. This does not matter whether we are learning with a teacher (by instruction) or without a teacher (by discovery).

Wessling (2010) states that, students in the 21<sup>st</sup> century learn in a global classroom and learning does not limit within the four walls. They are more inclined to find information by accessing the Internet through cell phones and computers, or chatting with friends on a social networking site. Similarly, many



teachers are monitoring and issuing assignments via virtual classrooms. Teaching and learning is affected by learners' side (i.e. cultural background, heterogeneous class, and proficiency levels of the learners). Moreover, an environment creates problems in the field of language learning and teaching due to the physical infrastructures, noise, and light and so on. And, curriculum planning and policy also affect the teaching and learning of language because of ups and downs in politics, geographical conditions, multilingual situations and, so on. Wessling (2010) says that twenty-first-century learning embodies an approach to teaching that marries content to skill. Without skills, students are left to memorize facts, recall details for worksheets, and relegate their educational experience to passivity. Without content, students may engage in problem-solving or team-working experiences that fall into triviality, into relevance without rigor. In this sense, collaborative learning helps students develop both content and skills.

According to Anis(2006), In a class setting whereby it consists of many races as such in many higher learning institutions, students are able to learn to work with all types of people from different backgrounds. Therefore, they will find many opportunities to reflect upon and reply to the diverse responses their friends bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange will definitely help students to better understand other cultures and points of view. In addition, Norhayatiet (2005) in his research on on-line collaborative learning finds that on-line collaboration-learning group scored higher than the traditional collaboration-learning group (face to face discussion on the project).

Participating in collaborative learning allows students to be critical in their thinking. Critical thinking among undergraduates is dictated by learning environments and the teachers' approaches to teaching. Gokhale (1995) finds that students who participated in collaborative learning performed significantly better on critical thinking than students who studied individually. Collaborative learning through problem solving encourages critical thinking as it allows

knowledge retention as students apply knowledge in other contexts. At the same time, it enhances interpersonal skills. It is imperative for teachers to know their students' learning style preferences as Yazici (2005) indicates that by knowing students' preferences for collaborative learning, teachers can take appropriate measures that enhance learning of English. Gokhale (1995) in her investigation on the effectiveness of individual learning versus collaborative learning in enhancing drill-and-practice skills and critical-thinking skills finds that collaborative learning fosters the development of critical thinking through discussion, clarification of ideas and evaluation of others' ideas. If the purpose of teaching and learning is to enhance critical-thinking and problem-solving skills, then collaborative learning is more beneficial than individual learning. KamsahandTalib (2003) discover that the lecturers and the final year engineering students at Faculty of Chemical and Natural Resources Engineering at University Teknologi Malaysia Skudai agreed on the importance of group work activities in classrooms. Both groups also agreed on the effectiveness of group work on cognitive skills. They agreed on the improvement of the understanding of materials through discussions, solving assignments and increasing memory retention and thinking skills. Brown (2011), in his research on students' perceptions of collaborative learning (CL) in University of Botswana, discovers that most students claimed to have derived academic benefits such as better comprehension and improved performance and acquired generic skills-enhanced communication and problem-solving skills. She also finds that most students agreed that collaborative learning practices should be encouraged and continued. They also found that collaborative learning is enjoyable and they can make new friends through it.

### **2.1.2 Needs of Collaborative Learning**

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

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

Numerous benefits have been described for Collaborative Learning (Pantiz, T., 1999). A good way for organizing the benefits of Collaborative Learning, are to put them in categories. Johnsons (1989) and Pantiz (1999) list over 50 benefits for Collaborative Learning. Based on their works we can discuss four major categories as; social, psychological, academic and assessment, as in following:

- **Social benefits**

Collaborative Learning helps to develop a social support system for learners and it leads to build diversity understanding among students and staff.

Collaborative Learning also establishes a positive atmosphere for modeling and practicing cooperation, and it develops learning communities.

- **Psychological benefits**

Student-centered instruction increases students' self-esteem as well as cooperation reduces anxiety, and collaborative learning develops positive attitudes towards teachers.

- **Academic benefits**

Collaborative Learning promotes critical thinking skills and it Involves students actively in the learning process due to collaborative learning classroom results are improved.

- **Assessment benefits**

Alternate student and teacher assessment techniques; Collaborative teaching techniques utilize a variety of assessments.

In conclusion it can be said that collaborative learning is really useful in teaching learning field. It has several benefits like it is termed as students centered technique in ELT. Collaborative learning also promotes the social skills, critical thinking, and self-esteem as well as it develops the positive attitudes towards teacher.

### **2.1.3 Roles of Collaborative Learning**

Collaborative learning differs from traditional teaching approaches because students work together rather than compete with each other individually. It can take place any time students' work together like when they help each other with homework or when students work together in the same place on a structured project in a small group. Collaborative learning helps students become actively and constructively involved in content, to take ownership of their own learning and to resolve group conflicts and improve teamwork skills.

In language learning, Harmer (1991) proposes that collaborative learning provides maximum opportunities for students to interact and cooperate with one another as they work towards a common goal by using four language skills such as speaking, listening, reading and writing. Regardless of their different language proficiencies and personalities, students work better in groups as Delucchi (2006) reports that students preferred collaborative learning on language activities as these activities enabled them to exchange more opinions and ideas. Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. According to Gerlach (1994), "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." That is to say learning is an active process. Learners actively participate and they interact to each other to argue in common goal.

Learning requires a challenge that opens the door for the learner to actively engage his/her peers, and to process and synthesize information rather than simply memorize and regurgitate it. Learning flourishes in a social environment where conversation between learners takes place. During this intellectual gymnastics, the learner creates a framework and meaning to the discourse. In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework. Thus, in a collaborative learning setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged.

### **2.1.4 Theories Underlying on Collaborative Language Learning**

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

#### **a. The Vygotskian Perspective**

The Vygotskian perspective to collaborative learning assumes that many collaborative group activities deserve a very definite role to be played by actively directed learning, both in the cognitive development of individual human being and in the human culture. According to this perspective, collaborative learning is based mainly on the zone of Proximal Development (ZPD) which is defined by Vygotsky as the discrepancy between the students' actual developmental level and his/her potential level. Thus, learning is more accelerated through social interdependence. Furthermore, Vygotsky (1978) states:

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

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

## **b. The Piagetian Perspective**

The Piagetian perspective assumes that learning is generated only when the learners deserve the ability to learn cognitive content with respect to their stage of intellectual development which leads to learning with the participation among learners. This perspective assumes that knowledge is not merely transmitted verbally. It needs to be constructed and reconstructed by the learners in social interaction. Piaget asserted that a child starts to perceive the knowledge involving in different actions and experiences. Teaching learning should be oriented keeping in mind the competence and performance level of students in collaborative learning classroom. Instruction should be individualized as much as possible and students should have enough opportunities to communicate with one another ensuring the learning environment to discover new learning. In this regard, Richards and Rodgers (1986, p. 194) say, “Learners develop communicative competence in pedagogically structured situation.” Cognitive development is basically enhanced by the prerequisite learning environment by creating scaffolding for individuals in social collaboration and interaction. It is assumed that working together promotes social cognitive conflict and creates cognitive disequilibrium which in turn stimulates perspective- taking ability and cognitive development of learners.

## **c. Bandura’s Social Learning Theory**

Social learning theory of Bandura emphasizes the importance of observing and modeling the behaviors, attitudes, emotional reactions of others from society and culture. Social learning theory assumes human behavior in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences. This perspective believes that learning emerges with behavioral perspective, i.e. imitation and repetition from learning environment based on reward and punishment. This theory emphasizes the fact that most of the information comes from our interaction with other people. Humanists,

psychologists also support this perspective with the view that the collaborative learning focuses on ample benefits of collaborative learning and it contributes to increase self-esteem and improve ethnic relations. Social learning theory encompasses attention, memory and motivation. It covers cognitive and behavioral framework of leaning.

### **2.1.5 Elements of Collaborative Language Learning**

Collaborative learning is an outcome of joint effect of different ingredients to orient learning for success of shared goal. These elements are to be organized and structured in a way to determine the learning activities towards social interaction and interdependence. Elements of collaborative language learning are also known as principles of collaborative language learning. Olsen and Kagan (1992) propose the following key elements of collaborative learning:

#### **a. Positive Interdependence**

Positive interdependence is the most essential element and heart of collaborative learning. It assumes that students must believe that they have to 'sink or swim together'. It is a sense of working together for a common goal and caring about each other' learning when students work in collaborative team with essence of 'all work for one and one works for all' which ensures the students learn valuable interpersonal skills that are socially, academically and vocationally beneficial to them. Within collaborative learning situations, students have two responsibilities: 1) learn the assigned materials and 2) ensure that all members of the group will learn the assailed materials. The technical term for that dual responsibility is 'positive interdependence'. When positive interdependence is clearly understandable, it establishes:

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



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

**b. Individual Accountability**

Individual accountability refers that all students are actively involved and responsible from their own learning. It assumes the essence of ‘we each do our fair share of work.’ In collaborative learning classroom each learner is personally responsible for his or her own learning process and its outcome. Each team member feels in charge of their own and their teammates’ learning and makes an active contribution to the group. Therefore, there is no ‘freeloading’ for anyone in a team. Richards and Rodgers (1986, p. 197), “Individual accountability involves both group and individual performance.” Hence, each individual student’s performance is assessed and the result is assigned back to the individual group to make each member a stronger individual in his or her right. Individual accountability is a necessary requirement for collaborative learning to occur emphasizing learning as a core process of collaborative group task. Thus, each member of the team is regarded important and id accountable for contributing his or her share of classroom task.

**c. Face to Face Interaction**

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

#### **d. Social Skills**

Collaborative learning should aim to develop small group skills and social skills of each individual. Students should be taught the social skills for high quality collaborative and be motivated to use them. It is essential for students to have sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict skills so that they can cooperate effectively. In this regard, Johnson and Johnson (1990, p. 26) state, “If group members lack the interpersonal and small group skills to collaborate effectively, collaborative learning would not be productive.” Thus, for successful collaborative learning, social skills should be explicitly taught to the students so that students can work among themselves in terms of collaboration without the teacher’s authority.

#### **e. Team Reflection**

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

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

### **2.1.6 Characteristics of a Collaborative Classroom**

According to Tinzmann and Jones (2014 as cited in 1990) collaborative classrooms seem to have four general characteristics. The first two capture changing relationships between teachers and students. The third characterizes teachers' new approaches to instruction. The fourth addresses the composition of a collaborative classroom.

#### **a. Shared knowledge among teachers and students**

In traditional classrooms, for teaching the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the collaborative classroom is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation.

#### **b. Shared authority among teachers and students**

In collaborative classrooms, teachers share authority with students in very specific ways. In most traditional classrooms, the teacher is largely, if not exclusively, responsible for setting goals, designing learning tasks, and assessing what is learned. Collaborative teachers differ in that they invite students to set specific goals within the framework of what is being taught, provide options for activities and assignments that capture different student interests and goals, and encourage students to assess what they learn.

Collaborative teachers encourage students' use of their own knowledge, ensure that students share their knowledge and their learning strategies, treat each other respectfully, and focus on high levels of understanding. They help students listen to diverse opinions, support knowledge claims with evidence, engage in critical and creative thinking, and participate in open and meaningful dialogue.

### **c. Teachers as mediators**

As knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. Successful mediation helps students connect new information to their experiences and to learning in other areas, helps students figure out what to do when they are stumped, and helps them learn how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning. This characteristic of collaborative classrooms is so important, we devote a whole section to it below.

### **d. Heterogeneous groupings of students**

The perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom. As learning beyond the classroom increasingly requires understanding diverse perspectives, it is essential to provide students opportunities to do this in multiple contexts in schools. In collaborative classrooms where students are engaged in a thinking curriculum, everyone learns from everyone else, and no student is deprived of this opportunity for making contributions and appreciating the contributions of others.

Thus, a critical characteristic of collaborative classrooms is that students are not segregated according to supposed ability, achievement, interests, or any other characteristic. Segregation seriously weakens collaboration and impoverishes the classroom by depriving all students of opportunities to learn from and with each other. Students we might label unsuccessful in a traditional classroom learn from "brighter" students, but, more importantly, the so-called brighter students have just as much to learn from their more average peers. Teachers beginning to teach collaboratively often express delight when they observe the insights revealed by their supposedly weaker students.

### **2.1.7 Teachers' Roles in a Collaborative Classroom**

Across this nation, teachers are defining their roles in terms of mediating learning through dialogue and collaboration. Vygotsky (1997), defines mediation here as facilitating, modeling, coaching and mentor.

**Facilitator or Facilitating:** Facilitator involves creating rich environments and activities for linking new information to prior knowledge, providing opportunities for collaborative work and problem solving, and offering students a multiplicity of authentic learning tasks. This may first involve attention to the physical environment. For example, teachers move desks so that all students can see each other, thus establishing a setting that promotes true discussion. Teacher may also wish to move their desks from the front of the room to a less prominent space.

Finally, teachers facilitate collaborative learning by creating learning tasks that encourage diversity, but which aim at high standards of performance for all students. These tasks involve students in high-level thought processes such as decision making and problem solving that are best accomplished in collaboration. These tasks enable students to make connections to real-world objects, events, and situations in their own and an expanded world, and tap their diverse perspectives and experiences. Learning tasks foster students' confidence and at the same time, are appropriately challenging.

**Role Model:** Modeling has been emphasized by many local and state guidelines as sharing one's thinking and demonstrating or explaining something. However, in collaborative classrooms, modeling serves to share with students not only what one is thinking about the content to be learned, but also the process of communication and collaborative learning. Modeling may involve thinking aloud (sharing thoughts about something) or demonstrating (showing students how to do something in a step-by-step fashion).

In terms of content, teachers might verbalize the thinking processes they use to make a prediction about a scientific experiment, to summarize ideas in a passage, to figure out the meaning of an unfamiliar word, to represent and solve a problem, to organize complicated information, and so on

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

**Mentor:** The mentor teacher is a teacher who provides access to his or her classroom/ learning environment for the purposes of supervising, coaching, and mentoring. Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person.

### **2.1.8 Students' Roles in a Collaborative Classroom**

According to Vygotsky (1997), students also assume new roles in the collaborative classroom. Their major roles are collaborator and active participator. It is useful to think how these new roles influence the processes and activities students conduct before, during, and after learning.

**Goal setting:** Students prepare for learning in many ways. Especially important is goal setting, a critical process that helps guide many other before, during, and after learning activities. Although teachers still set goals for students, they often provide students with choices. When students collaborate, they should talk about their goals.

**Designing Learning Tasks and Monitoring:** While teachers plan general learning tasks students assume much more responsibility in a collaborative classroom for planning their own learning activities. Ideally, these plans derive in part from goals students set for themselves. Thoughtful planning by the

teacher ensures that students can work together to attain their own goals and capitalize on their own abilities, knowledge, and strategies within the parameters set by the teacher. Students are more likely to engage in these tasks with more purpose and interest than in traditional classrooms.

Self-regulated learning is important in collaborative classrooms. Students learn to take responsibility for monitoring, adjusting, self-questioning, and questioning each other.

**Assessment:** While teachers have assumed the primary responsibility for assessing students' performance in the past, collaborative classrooms view assessment much more broadly. That is a major goal is to guide students from the earliest school years to evaluate their own learning. Thus, a new responsibility is self-assessment, a capability that is fostered as students assess group work.

Self-assessment is intimately related to ongoing monitoring of one's progress toward achievement of learning goals. In a collaborative classroom, assessment means more than just assigning a grade. It means evaluating whether one has learned what one intended to learn, the effectiveness of learning strategies, the quality of products and decisions about which products reflect one's best work, the usefulness of the materials used in a task, and whether future learning is needed and how that learning might be realized. Collaborative classrooms are natural places in which to learn self-assessment.

### **2.1.9 Theoretical Underpinnings of Collaborative Learning**

Learning is an active process where the students take part and they perform the task by collaborating, cooperating and gain the knowledge, skills and experience. Different theories have talked of about the learning process.

According to Scholnic and Abarbanel (2006), constructivism, a theory of learning propounded by Piaget posits out, “students learn by actively constructing their own knowledge” rather than just getting knowledge. Social

constructivism, a theory propounded by Vygotsky emphasizes the role of society in the construction of knowledge. Both the theories underscore the learner centered approaches to learning. I do agree with Scholnick et al. (2006, p. 14) when they say, “Construction of knowledge leads to authentic authorship and ownership. The knowledge becomes part of the learner, and the learner emerges empowered”. This proposition highlights the fact that when learners are involved in the creation of knowledge, they get a sense of achievement and feel empowered because they are in the position to contribute something new for the society. This type of critical thinking challenges status quo there by leading society in the path of progress.

Constructivism and social constructivism both give priority to meaningful learning that is making learning applicable in real life. Both of these theories seem to be better than the instructivist theory which gives priority to transmission of knowledge by considering it to be an end in itself.

Neupane, (2014) further says that Collaborative learning based on constructivism is believed to empower learners by developing critical thinking in them. However, in the context of Nepal transmission model of education rather than constructivism seems to have been emphasized thereby raising question to the main aim of education that is fostering inner potentiality of learners.

#### **2.1.10 Process/procedures of Collaborative Learning Practices**

Collaborative learning is not a haphazard rather it is a systematic planned and well organized activities of the students. Students go through several processes. According to David and Johnson (2010) have stated the following processes;

##### **) Mutual Understanding**

Collaborative learning environment engages tin building and maintaining mutually shared cognition, leading to perceived performance. Interpersonal and socio-cognitive processes have to be taken into account to understand the



formation of mutually shared cognition, resulting in higher perceived team performance. In collaborative learning students do not hesitate to put the ideas or thoughts there is no sense of fear.

### ) **Group Formation**

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

### ) **Task Division**

Students get different tasks accord to the nature of the students. The teacher can also give different tasks to the students share and put their arguments in certain tasks. According to the nature of the group the teacher provides the tasks. If there is not teacher the students can also select the different tasks and they can argue.

### ) **Time Management**

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

### ) **Sharing**

In collaborative learning students share their ideas, emotions, messages, and thoughts and so on. Students share the ideas about the problem in their own group and other friends add something on this problem or issue. Due to

collaborative learning students get the chance to familiar with the socio-cultural aspects of the learners.

### ) **Student-student Interaction**

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

### ) **Critical thinking**

Different studies of collaborative learning claim that the active exchange of ideas within small groups not only increase interest among the participants but also promotes the critical thinking. According to Johnson and Johnson (1986), there is persuasive evidence that cooperate teams at higher level of thoughts and retain information longer than students who work quietly as individuals. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinker.

## **2.2 Review of Related Empirical Literature**

Every researcher needs to observe the fundamental background of the related subjects and past studies. A number of research works have been carried out in the field of collaborative learning; some of the major research works related to this study are reviewed as follows:

Adhikari (2010) carried out a 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 survey design and she followed purposive sampling procedure. The population for this study was forty

secondary level English teachers from Pokhara and Kathmandu valley.

Questionnaire was the major tool for data collection. She found out that almost all 97.5% teachers had positive attitudes and 70% teachers had favorable environment for collaborative learning within their institutions.

In the same way, Regmi (2011) did research on “Collaborative Learning for The Development of Vocabulary”. His aim was to find out the effectiveness of collaborative learning in learning vocabulary. The researcher adopted survey research design and the population for this study was forty private school secondary level students and ten English language teacher from Pokhara valley. Non-random judgmental sampling was used as sampling procedure.

Questionnaire was used as the major tool for collecting the data. His findings were that ninety five percent of secondary level students have positive attitude towards collaborative learning and sixty percentages of them are provided with a supportive and favorable environment for collaborative learning within their institutions.

Poudel (2015) carried out research on “Teachers’ perceptions on and practices of Collaborative Learning Developing in Speaking Skill” by adopting a survey research design and purposive sampling procedure. His aim was to find out the teachers’ perceptions on practices of collaborative learning in developing speaking skill. Questionnaire and classroom observation were the major tools for data collection. Population for this study was 20 secondary level English teachers were selected from Taplejung district. The findings of his study showed that collaborative learning provided opportunities for learners to develop successful learning and communication strategies. Similarly, seventy percent teachers agreed that working in pairs and groups students could increase their fluency and command over speaking skill. Although collaborative learning is important in developing speaking skill, it was found that only 66.67% English teachers were interested in creating environment of collaboration for teaching this skill. Likewise, it was found that teachers rarely used collaborative games in developing speaking skill of the students.

Likewise, Poudel (2016) carried out a research on “Effectiveness of Collaborative Learning in Mathematics” by adopting an experimental research design. His aim was to compare the achievement of students in collaborative learning and traditional learning. Questionnaire was the major tool for data collection. The population for this study was 20 students from Gandhi Aadarsha secondary school in Bhaktapur. On the basis of the analysis of the scores, the findings of the study were: the collaborative learning was effective method in teaching matrix in class nine and this study also has investigated the relationship between students' motivation, punctuality, interaction & homework and their participation in collaborative learning during three weeks in class nine at matrix. By applying steps of collaborative learning it provided more idea about matrix then the students motivated to learn about matrix as well as mathematics.

Likewise, D.C (2016) carried out a research on “Co-operative Learning: Perception of Bachelor Level Students” by adopting survey research design. His aim was to explore the views of bachelor level students on co-operative learning in ELT class. Non-random purposive sampling was used as sampling procedure. The population for this study was 40 students of B.Ed. third years from three different campuses of Bajura district. Questionnaire was major tool for data collection. The overall findings of this study showed that a considerable number of the students were familiar with co-operative learning premises, components, principles and so on. They were found more theoretical than practical for implementing this method. However, some students were still in confusion about co-operative learning and its appropriateness in ELT.

Similarly, Gautam (2016) carried out a research on “Collaborative Learning Method in Teaching Mathematics” by adopting an ethnography research design and purposive sampling was used as sampling procedure. His aim was to explore collaborative teaching contribution to learn mathematics. The main findings of this study have found that positive interdependency, individual accountability and students' encouragement in motivation; students centered

method in collaborative classroom. An interview was major tool for data collection. The population for this study was 2 secondary level mathematic teachers and 12 students were selected from Creative Academy from Kirtipur and Green Field Academy from BafalKalanki. In this study his study found that the challenges faced were mathematics Anxiety. Traditional learning teaching activities, gender diversity, difficult in class control, individual difference among students in collaborative classroom. Similarly, his study also found that its relevance in Nepalese context and educational implication.

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

Literature review helped me to understand the topic clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends. It provided me a clear path to walk. The most of the reviewed studied were concerned with the collaborative learning practices which has supported me to find out the gap of literature.

I reviewed six different studies and articles which were related to my topic to some extent. After reviewing these works, I got lots of ideas regarding the practices of collaborative learning. Specially, I got main ideas and information about the theories related to collaborative learning from the study of Poudel (2016). Similarly, another research i.e. Gautam (2016) study has become a right path for me where I got the methodological insights to carry out this study. Same ideas related to my study. So, I forwarded my research smoothly. Similarly, Regmi (2011) study was also very informative which provided me the insight and information about theoretical concept and good path to forward the present study. As well as D.C. (2016) study clearly informed me about techniques used for developing collaborative learning. Thus, such studies and their reviews have been become a right way to forward my study in a different way. My research will be different from other researchers because my study will be specific to the exploration of the roles of collaborative learning practices in students' learning achievement.

These all studies have assisted me to bridge the gap. In the case of Department of English Education, no one has been carried out same kind of study yet. So, the review of the study inspired me to conduct my research on this area. I also used survey design to find out the collaborative learning practices among M.Ed. students. The previous studies have used tests, interview, and observation as the tools of data collection but I used only questionnaire (open-ended and closed-ended) as the tool to collect require data. Review of the related empirical literature helped me to scrutinize my findings and suggest implications. It helped me to study the problem systematically and logically.

#### **2.4 Conceptual Framework**

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

The present study was based on the following conceptual framework.

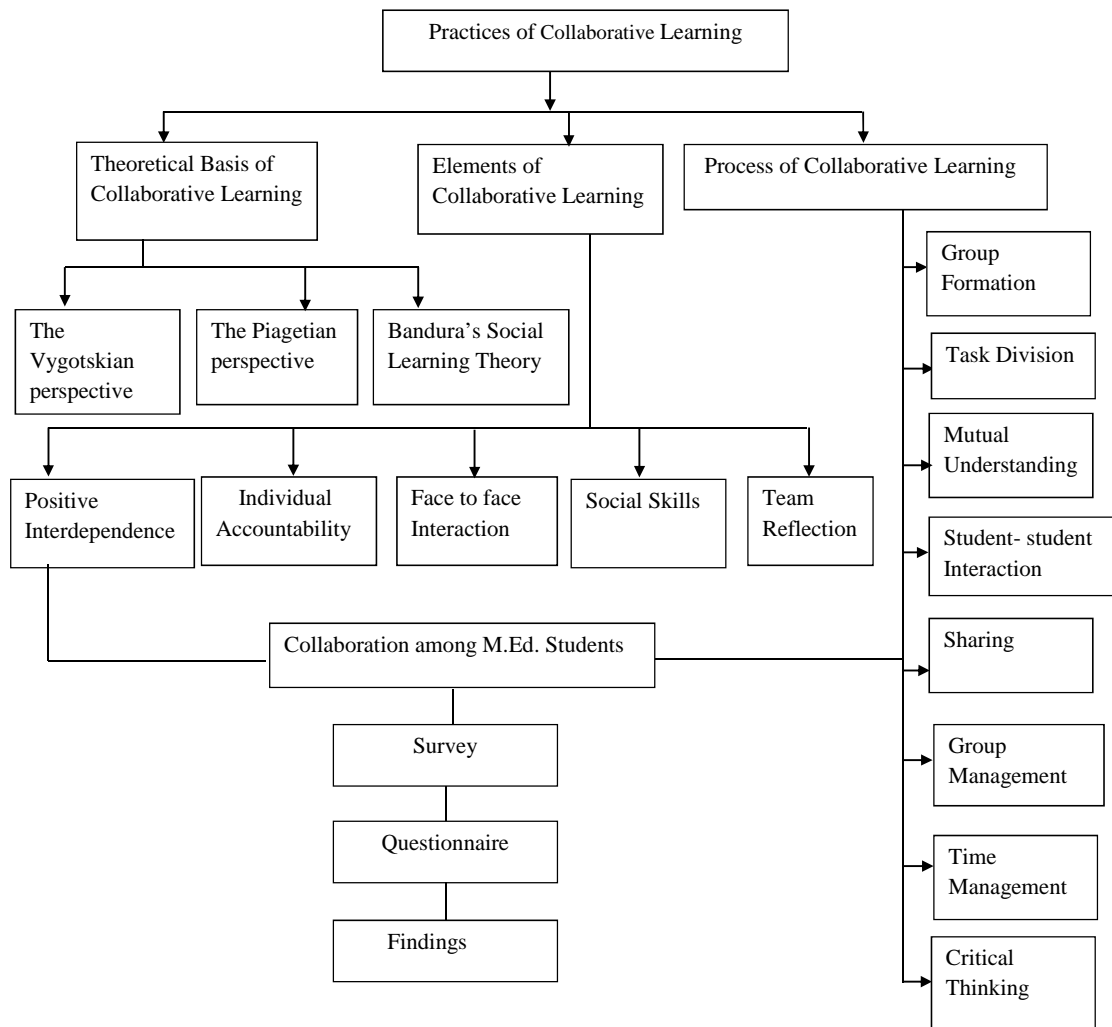


Figure-1 Conceptual Framework

## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This section has incorporated the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures and ethical considerations.

#### **3.1 Design of the Study**

The research topic itself reveals the nature of the research to be undertaken. To be precise, I adopted survey research design. To define the survey research various scholars have put their unique views forward. According to Nunan (2010) “The main purpose of the survey research is to obtain a snapshot of conditions, attitudes, and or events at a single point.” Survey is a research design that is widely used in social and educational research. Primarily it is carried out in the large number of population to find out an attitude, beliefs and behavior of particular group of people or an individual as well. It is mostly useful to generalize the findings in a large number of populations. It is cross sectional in nature. Therefore, this research study was fully based on the survey research design.

Nunan (ibid) states several procedures for carrying out a survey research. While undertaking this survey, at first I defined the objectives of the study then, identified the target population, and reviewed of the literature, later I determined sample, identified survey instrument, designed survey procedure, identified analytical procedure and determined reporting procedure.

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

The population of this study included all the students of the Department of English education who had been studying M.Ed. As sample population, I selected forty-five students from Department of English Education by using purposive non-random sampling procedure. I adopted the purposive non-



random sampling procedure because of the respondents who are familiar or involving in collaborative learning practices and they can contribute me. So, I adopted the purposive sampling procedure. Where, the required responses were got through these semester students voluntarily participation whose responses supported to achieve the purpose of my study.

### **3.3 Sources of Data**

Both primary and secondary sources of data were incorporated to meet the objectives of the study. The primary sources were used for the collection of data and the secondary sources were used to facilitate the research.

#### **3.3.1 Primary Sources**

The primary sources for this research were forty students from the Department of English Education T.U. Kirtipur, Kathmandu. The data were collected through questionnaires which were distributed to the forty-five students of the Department of English Education Kirtipur Kathmandu. The questionnaires were distributed, collected, analyzed and interpreted.

#### **3.3.2 Secondary Sources**

The secondary sources of this research study were various books, articles, journals and thesis on collaborative learning like: Richards & Rodgers (1986), Johnson & Johnson (1990), Olsen and Kagan (1992), Richards, Jack C. (2006), Vygotsky (1997) Mills & Cotel (1998), Johnston (2000), Deluchhi (2006), Harmer (1991), Poudel (2016), Gautam (2016), Poudel (2015), Regmi (2011).

### **3.4 Data Collection Tools and Techniques**

Tools are the most important elements of any research study. In this regard, for this study the questionnaire (open-ended and closed-ended) was used as a research tool for eliciting the required information of the study. Both closed-ended and open-ended questions were included in the questionnaire.

### **3.5 Data Collection Procedures**

A step wise methodological procedure was employed to collect the required data for the study. First of all, I constructed questionnaire where 40 items were close-ended for forty participants and 5 items were open-ended for the 5 participants. Then, I visited the campus and got permission from the authority to consult the English Education students. Then, I built rapport with the students of second and third semester English Education students and explained them about the purpose of my study. I requested them to help me by responding to the questionnaire. Then I distributed the questionnaire to them and I collected the responses of questionnaire. At last, I thanked to all of the students who provided me the required information.

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

The required data for this study were collected through questionnaires and the collected data were coded, analyzed, tabulated and interpreted in descriptive and interpretive way. Further, they have been presented by using charts, figures and table. I followed both descriptive and statistical tools such as tabulation and percentile to analyze and interpret the gained data.

### **3.7 Ethical Considerations**

This research study was conducted for academic purpose. While collecting data, ethical considerations were taken to ensure for data privacy. Regarding this study, the students of M.Ed. were the respondents and I had asked in comfortable context with mutual trust. The privacy of the students is not breached in this research. I best possibly prevented physical, psychological and social discomforts of the respondents and building good rapport with them different scholars' views, idea and definition were cited according to APA format.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

This chapter provides the detail analysis and interpretation of data collected from the respondents. In this unit I have presented, analyzed and interpreted the data. They have been interpreted in the line of objectives and research questions. At first I have analyzed qualitative data and then presented quantitative data.

#### **4.1 Analysis of Data and Interpretation of the Results**

Data analysis is the process of bringing order, structure and meaning to the mass of collected data. Analysis of data and interpretation of results is the way of organizing data into logical, sequential and meaningful categories and classifications to make them amenable to study and interpretation.

The responses of the students regarding the collaborative learning practices have been analyzed in this section. To fulfill the objectives of the study, the data were collected through questionnaire that included 20 close-ended items and 5 open-ended items. The close-ended items were divided into subsections. The responses of the students as they supplied in close-ended items have been analyzed and interpreted descriptively by using table. Further, the responses on open-ended items have been analyzed and interpreted with thematically. Regarding the practices of collaborative learning the items were asked focusing on the perceptions and roles of collaborative learning. To quantify the information obtained from closed-ended questions, the participants' responses were counted and the responses were changed into the percentage. The analysis and interpretation of those items are given in following subsections.

#### 4.1.1 Students' Involvement in Collaborative Learning

Collaborative learning is one of the learning strategies where students can share their common goal and they can exchange their feelings, thoughts, emotions, experiences and so on in group. The best learning happens when students are actively involved in a project. Collaborative learning makes students with different backgrounds, race, or bring up, to work together. They come together in a setting. In order to solve a project's given problem, students need to communicate. They are able to hear different opinions and learn more about different culture Students can involve in collaborative learning for learning. They can involve in collaborative learning for the completion of the project work, assignment, group work, and presentation and understanding contents. Thus, the collaborative learning approach is ideal for children that have difficulties in social setting. Different students responded differently regarding the questions employed. The responses of them are interpreted with sample excerpts here in this section.

To identify the involvement of students in collaborative learning, I asked the question *have you ever been involved in collaborative learning*. Regarding this question different views on involvement of students in collaborative learning are appeared. Considering this, the S-1 responded as: *I have been involved in collaborative learning mostly in group assignment assigned by the teacher. For this we form a group of 4-5 friends first we gather in around TU, sometime in friends' room then we write the question on our copy and we put our own ideas and search on internet about that issue or problem finally we discuss and come to the conclusion and we write about the issue or question which is given by teachers.*

From the above excerpt, I come to find that all of the informants responded that the involvement of the students in collaborative learning is highly appreciable.

Similarly, **S-2** responded as: *yes, I have involved in collaborative learning. I involve in pair work and group work for doing assignment. For that we make of group 4-5 students and we worked collaboratively.*

From the above excerpt, it can be said that collaborative learning is flourish approach in teaching learning process. Moreover in semester system collaborative learning is fruitful learning strategy where the students are assigning the different assignments and project works.

In the same way, **S-3** responded as: *yes, we often do collaborative learning to discuss on some topic of our M.Ed. level subject matter. We gather in certain place for the discussion and share our ideas about the particular topic or issue.*

According these responses it can be said that collaborative learning has provided so many opportunities to the learners regarding public participation and way of presenting the issues in front of the mass.

Likewise, **S-4** responded as: *yes, I have been involved in collaborative learning to make the given task more efficacious and productive with the help of the facilitator being engaged in different pair and group for assignments, group presentation, and other common issues provided by the teachers.*

From the above excerpt, it can be said that students are involved in collaborative learning for their different works i.e. assignments, classroom presentation and different common issues which are given our teachers.

Likewise, **S-5** responded as: *yes, I have been involved in collaborative learning in order to invite significant learning through integrated task and promote the sense of we feeling.*

From the above responses, I come to conclude that collaborative learning, in its most basic form, is a situation where two or more than students attempt to learn something together. This can be done for project based work, seminars or study groups as well as assignments. Thus, collaborative learning is most relevant

approach in teaching learning strategy. I came to find that collaborative learning is in favor of learners centered technique whereas students are actively participated and they learn many things at a time i.e. communication skills, confidence, critical thinking, interpersonal skills and so on. So, for the University level students it is more fruitful one. From the above responses, it can be concluded that the involvement of students in collaborative learning asserts that the students are highly interested in learning through collaboration.

As Vygotsky said, learning peers can help each other in developing learning very much with social interaction, collaboration, positive and social interdependence.

#### **4.1.2 Students' Process of Evaluating their Own Way of Learning**

Collaborative learning activities are a great way to get students cooperating and thinking with the help from each other. Students learn better when they work together.

In order to evaluate students' own way of learning, regarding this, I asked the question *what you do to evaluate your own way of learning*. Regarding this question different views on to evaluate own ways of learning are appeared. All of the informants responded that the ultimate goal of learning is what I learnt, where I am, what should I do for next for learning such types of things should be encouraged by the University campus for the effective learning. Considering this, the **S-1** responded as: *in order to evaluate my own way of learning I often compare my works such as assignments, written exams with my competitive friends as well as with own self through obtained marks and answering the questions sometimes.*

From the above excerpt, it can be said that to evaluate own way of learning students use different learning activities i.e. pair work, group work, written exam so on.

Similarly, **S-2** responded as: *in order to evaluate to my way of leaning I usually revise my work and compare my learning with other competitive friend. Like exam answers sheet, way of presenting something, report of assignment and so on.*

From the above excerpt, it can be said that to evaluate own way of learning students take exam, report of assignment way of presenting something.

In the same way, **S-3** responded as: *in order to evaluate my own way of learning I often cooperate with my colleagues. I also collaborate with my friends on different problems and issues.*

From the above excerpt, it can be said that to evaluate own way of learning students cooperate with friends and put their common concerns in group or pair work.

Similarly, the **S-4** responded as: *in order to evaluate my own way of learning I sometime raise different task related questions and sometime evaluate my learning outcomes from the result too.*

The above responses clarify that to evaluate own way of learning students raise different task and they take part to solve it.

Likewise, **S-5** responded as *we know that CL turns to be productive and fertile to generate the radical ideas and action of all members. I evaluate my own learning considering my activeness in the task which I assigned to our group and judge my performance.*

From the above excerpt, It becomes clear that to evaluate own way of learning students actively participate in common goal and they share their thoughts in that goal in group or pair and sometimes they compare the result with competitive friends.

### 4.1.3 Importance of Collaborative Learning Practice

Students' experience about the different importance of collaborative learning practice, regarding this, I asked the question that *in your experiences what different roles of collaborative learning practice has*. Regarding this question different views on experiences of students on roles of collaborative learning are appeared. All of the informants responded that collaborative learning plays the vital role in students learning achievement. Collaborative learning is highly practiced in the foreign countries. In collaborative learning students get chance to show their competencies as a learner centered technique. Considering this, the **S-1** responded as: *collaborative learner plays vital role in the following sense: it promotes self-esteem, develops students' social skills, increase students retention, build positive relation among learners and effective for all levels and all ethnic groups*.

From the above responses I came to know that collaborative learning has significant role to promote self-esteem, increase students' retention and build positive relation among students. With the help of CL we can learn culture and critical thinking, positive interdependence among the learners.

Similarly, **S-2** responded as: *in my experience collaborative learning practice has many important roles like;*

- i) To develop language skills i.e. reading, writing, speaking and listening skill.*
- ii) To provide opportunity to share own ideas with colleagues and get many more ideas from them.*
- iii) To spread the level of knowledge.*
- iv) To develop communicative competence.*

Above excerpt shows that students have understood the roles of collaborative learning.



In the same way, **S-3** responded as: *collaborative learning plays vital role to sustain life-long learning. It helps to exchange ideas, culture, social skill etc. among the learners. Not only that it also develops critical thinking in learners.*

From the above excerpt, it can be said that collaborative learning sustain life-long learning with the help of CL learners can develop social skills learn culture as well as way of presenting something.

Similarly, the **S-4** responded as: *in my experience, collaborative learning practice has roles in terms of making the students more active and inquisitive over the subject matter which results the students' better performance in collaboration.*

From the above excerpt, it can be said that CL plays the role of active learning and make learners inquisitive over the subject matter.

Likewise, **S-5** responded as: *it has significant role for ensuring the sense of cooperation rather than competition. Similarly, it colossally contributes to frame the prominent web among the friends which creates sound atmosphere to exchange the ideas and information to have marvelous after in learning.*

From the above discussion, it is concluded that almost all the students responded that CL plays pivotal role in students' learning. To make learning forever it uplifts the students' common goal and with the help of it students get chance to understand the culture, way of presenting and it develops the social skills, mutual understanding so on.

#### **4.1.4 Collaborative Learning for Enhancing Skills and Confidence**

Collaborative learning enhances students' skills and develops confidence on learning, regarding this, I asked the question that *it is said that collaborative learning enhances students' skills and develops confidence on learning. Do you agree with this statement?* Regarding this question different views on collaborative learning enhances students' skills and develops confidence on

learningis appeared.All of the informants responded that we are agree with this statement collaborative learning enhances on different language skills, social skills, culture and develops the confidence on learner' learning. Considering this, the **S-1** responded as: *a creative and involved in and dull student piles their responsibility upon them. , I agree with this statement partially because sometimes only active and talent students are found more responsible upon them. It means that it increases gap between talent and poor learner.*

From the above excerpt, it can be said that CL enhances the students' skills and develops confidence in learning by focusing speaking skill, way of presenting something in front of the mass, sense of we feeling and cooperating among the learners.

Similarly, **S-2** responded as: *yes, I strongly agree with this statement that collaborative learning enhances students' skills and develops confidence on learning because from my own experience of involving in collaborative learning I able to develop many skills and confidence on learning that is I don't frighten to speak in front of the class in my presentation. And I also see that many of my friends frighten and feel shy to speak with teachers and on classroom presentation.*

From the above responses I come to know that CL really develops the different skills and confidence in learning. In CL students get chance to present their different problems and they actively take part in learning. That's why it helps to develop the sense of confidence in learning.

In the same way, **S-3**responded as: *yes, I strongly agree with the above statement collaborative learning makes students to think critically on every subject matter. Especially this type of learning improves students' speaking skills, writing skills and develops confidence how to express thoughts in front of mass.*

From the above responses I came to know that CL really supports to develop different skills i.e. speaking, writing, reading and it also provide the chance cooperate, collaborate among the learning due to these activities students build up the confidence in learning.

Similarly, the **S-4** responded as:*I have strong agreement on collaborative learning enhances students' skills develops confidence on learning in the sense that they get opportunity to be expressed with the ideas and thoughts which help to create healthy rapport among the participants.*

From the above responses I came to know that CL really supports to develop different skills i.e. speaking, writing, reading and it also provide the opportunity to be expressed thoughts, ideas in front of the mass which develops the confidence in learning.

Likewise, **S-5** responded as: *yes, I agree with this statement as it builds up notable confidence which makes us well and creative over not only that it massively assists to uplift the skills regarding speaking delivering something else, reasoning, arguing etc. having the chance to perform in front of the mass. It uplifts confidence, social skills so on.*

The above responses clarify that CL plays the significance role for developing different skills, communicative competence, and sense of we feeling, mutual understanding, and time management so on.

#### **4.1.5 Group Practices in Collaborative Learning**

Collaborative learning is a group or pair work learning practice where 4-5 students are divided into group for discussion. Regarding this, I asked the question that *what different roles of collaborative learning you have examined throughout your group practice.* Regarding this question different views on different roles of collaborative learning examined throughout the students' group practice are appeared. All of the informants responded that collaborative learning has many roles among them we have examined that in our group

practice are; to enable the learners in critical thinking, to learn social and interpersonal skills. It enhances the communicative competence. Considering this, the **S-1** responded as: *if I need to talk about the roles of collaborative learning which I have examined throughout my group practice, following are indispensable roles; at first we play the role of planner: we make plan for the work, then monitor: we lead the work ahead finally the evaluator: we examine our task.*

Similarly, **S-2** responded as: *throughout our group practice I have examined various roles of collaborative learning like; it helped us to develop confidence on learning. It helped us extend our area of knowledge. It helped us to develop various language skills and so on.*

From the above responses it can be said that throughout students they examine the role of collaborative learning by revising their works, their result or learning achievements.

In the same way, **S-3** responded as: *personally I have found many positive changes in my learning through collaboration. It helped me socialize with friends from different geographical regions, and share my culture. It helped to build up the confidence.*

From the above responses I came to know that CL plays the fruitful role in students learning. With the help CL students get chance to think everything critically, way of presenting something and examining their learning achievements.

Similarly, the **S-4** responded as: *I have examined the roles at promoting the pair and group tasks, making the students more active and inquisitive over the subject matter, generating the sense of cooperation among the students and igniting the students' critical thinking capacity.*

From the above responses I came to know that CL really supports the students learning achievements i.e. group work, pair work, classroom presentations and different skills as well as confidence in learning.

Likewise, **S-5** responded as: *I have involved in numerous group practice through which I have noted down the finest roles of group learning. It promotes the democratic practice and throws the change to experience the situations to be happened in the real life. Likewise it turns to be milestone to make the students inquisitive, creative, and critical thinker.*

The above responses clarify that CL enhances group learning. It promotes the democratic practice and throws the change to experience the situations to be happened in the real life. Likewise it turns to be milestone to make the students inquisitive, creative, and critical thinker. As Piaget said, learning needs to be constructed and reconstructed by the learners in social interaction.

Furthermore, regarding the perceptions/ preferences of students towards collaborative learning, roles of collaborative learning and activities or processes for collaborative learning I have asked closed-ended items to find out how students are practicing the collaborative learning. Within this section the respondents were asked 20 questions. The result and analysis of the result are presented in the subsection as follow:

#### **4.1.6 Students' Perceptions and Preferences on Collaborative Learning**

Students can have different perceptions or preferences on collaborative learning. Finding out their perception was one of the concerns of this study. So, some perception related items were asked to them. The perceptions or preferences of the students are presented in the table below:

**Table 1**  
**Students' Perceptions and Preferences on Collaborative Learning**

S. N.	Items	Responses							
		SA		A		SD		D	
		No.	%	No.	%	No.	%	No.	%
1	I prefer learning through collaboration	24	60	16	40	-	-	-	-
2	I enjoy working in team	23	57.5	16	40	1	2.5	-	-
3	Teachers' role as facilitator is more effective in collaborative learning	16	40	23	57.5	-	-	1	2.5
4	In my opinion, students need to pay more attention and interest in collaborative learning	25	62.5	14	35	1	2.5	-	-

Where, S.A= Strongly Agree, A= Agree, S.D= Strongly Disagree, D= Disagree

The table 1 shows the perceptions and preferences of the students on collaborative learning. The first item in the table is, *I prefer learning through collaboration*. In response to this item 60% respondents in total strongly agreed, 40% agreed. However, no one strongly dis-agreed and disagreed the statement I prefer learning through collaboration. The result shows that learners preferred learning through collaboration.

Similarly, the second item in the table is *I enjoy working in team*. In response to this item 57.5% respondents in total strongly agreed, 40% agreed, 2.5%

strongly disagreed. But, no one disagreed. From the result I come to the conclusion that students are divided into pair or groups for discussion. Thus, they enjoyed working in team.

In the same way, the third item in the table 1 is *teachers' role as facilitator is more effective in collaborative learning*. In response to this item 40% respondents in total strongly agreed, 57.5% agreed, no one strongly disagreed. But, remained 2.5% disagreed. From the result I came to the conclusion that in collaborative learning teachers' role is taken as a facilitator in this item majority of the respondents agreed.

Similarly, the fourth item in this table 1 is *in my opinion, students need to pay more attention and interest in collaborative learning*. In response to this item 62.5% respondents in total strongly agreed, 35% agreed. However, 2.5% strongly disagreed. But no one disagreed. The result shows that majority of the respondents are agreed regarding the students need to pay more attention and interest in their learning.

#### **4.1.7 Processes or Activities for Collaborative Learning**

Students are involved in different activities to collaborate each other. Similarly, teacher can process collaborative learning in different ways. So, I was motivated to study on the activities that students adopt in collaborative learning. For this, I asked some items in the questionnaire the responses on processes or activities for collaborative learning are displayed in given table:

**Table 2**  
**Students' Processes or Activities for Collaboration**

S. N.	Items	Responses							
		SA		A		SD		D	
		No.	%	No.	%	No.	%	No.	%
1	I often ask with my friends regarding the difficulties I faced	14	35	25	62.5	-	-	1	2.5
2	I share my ideas to my friends expect similar kind of sharing from the colleagues	15	37.5	20	50	2	5	3	7.5
3	I try to be independent in my learning resources	15	37.5	24	60	-	-	1	2.5
4	I take my own accountability for my learning	15	37.5	21	52.5	1	2.5	3	7.5
5	I keep myself being involved in face to face interaction whenever I need the friend I talk about my anxiety	13	32.5	20	50	-	-	7	17.5
6	We have the practice of team reflection on which each member of the team share one thing	19	47.5	16	40	1	2.5	4	10



7	We have formed a group to have collegial discussion	17	30	19	47.5	1	2.5	3	7.5
8	We often divide the task in our group	14	35	19	47.5	1	2.5	6	15
9	We do have mutual understanding while working together	15	37.5	24	60	1	2.5	-	-
10	We become more active and enthusiastic when we are asked to collaborate in a group on some topics	19	47.5	19	47.5	-	-	2	5.71

**Where; S.A= Strongly Agree, A= Agree,S.D=Strongly Disagree, D= Disagree**

The table 2 shows the process of being collaborative. The first item in this table is *I often ask with my friends regarding the difficulties I faced*. In response to this item 62.5% respondents in total agreed, 35% strongly agreed. However, no one strongly disagreed. But, 2.5% respondents disagreed in this statement. The result shows that majority of the respondents agreed that whenever they faced difficulty in collaborative learning at that time they asked with their friends.

Similarly, the second item in this table is *I share my ideas to my friends expect similar kind of sharing from the colleagues*. In response to this item 50% respondents in total agreed, 37.5% strongly agreed, 7.5% disagreed and 5% strongly disagreed. The result shows that the majority of the respondents are agreed whenever they shared their ideas to their friends they expect similar kind of sharing from the colleagues.

In the same way, the third item in table 2 is *I try to be independent in my learning resources*. In response to this item 60% respondents in total agreed,

37.5% strongly agreed. However, no any respondents responded in strongly disagree. But, remaining 2.5% disagreed. From the result I came to the conclusion that the majority of the respondents agreed that they tried to be independent in their learning resources from collaboration.

Similarly, the fourth item in the table 2 is *I take my own accountability for my learning*. In response to this item 52.5% respondents in total agreed, 37.5% strongly agreed, 7.5% disagreed and remaining 2.5% strongly disagreed with this item. From the result I came to the conclusion that collaborative learning helped to the majority of the respondents to take their own accountability for their learning.

Similarly, the fifth item in the table 2 is *I keep myself being involved in face to face interaction whenever I need the friend I talk about my anxiety*. In response to this item 50% respondents in total agreed, 32.5% strongly agreed, 17.5% disagreed but no any respondents strongly disagreed with this item. The result shows that students are kept being involved in face to face interaction whenever they need the friend they talked their anxiety.

Similarly, the sixth item in the table 2 is *we have the practice of team reflection on which each member of the team share one thing*. In response to this item 47.5% respondents in total strongly agreed, 40% agreed, 10% disagreed and 2.5% strongly disagreed with this item. The result shows that collaborative learning fostered them to have group practice and team reflection in learning.

Similarly, the seventh item in the table 2 is *we have formed a group to have collegial discussion*. In response to this item 47.5% respondents in total agreed, 30% strongly agreed, 7.5% disagreed and 2.5% strongly disagreed with this item. The result shows that collaborative learning habituated them to form a group for collegial discussion in learning.

Similarly, the eighth item in the table 2 is *we often divide the task in our group*. In response to this item 47.5% respondents in total agreed, 35% strongly agreed,

15% disagreed and 2.5% strongly disagreed with the item. From the result I came to the conclusion that the majority of the respondents divided their task i.e. are assignments, classroom presentation and so on in their group.

Similarly, the ninth item in the table 2 is *we do have mutual understanding while working together*. In response to this item 60% respondents in total agreed, 37.5% strongly agreed and 2.5% strongly disagreed and no any respondents disagreed with this item. From the result I came to the conclusion that collaborative learning helped them to have mutual understanding while working together.

Similarly, the tenth item in the table 2 is *we become more active and enthusiastic when we are asked to collaborate in a group on some topics*. In response to this item 47.5% respondents in total strongly agreed, 47.5% agreed, 5% disagreed and no any respondents strongly disagreed with this item. From the result I came to the conclusion that the majority of the respondents became more active and enthusiastic when they are asked to collaborate in group on given topic.

#### **4.1.8 Roles of Collaborative Learning**

Collaborative learning can help in variety of ways. Students can develop their confidence out of the experience of working in group. One of the basic objective was to explore the role of CL. So, I asked role related items and the representative data are presented in table 3:

**Table 3**  
**Roles of Collaborative Learning**

S. N.	Items	Responses							
		SA		A		SD		D	
		No.	%	No.	%	No.	%	No.	%
1	The help hand support that I receive from my colleagues is really beneficial to me to get well prepared	22	55	16	40	-	-	2	5
2	I often feel difficulty to work individually on the assignment given by teacher	9	22.5	14	65	-	-	5	12.5
3	The collegial work among the friends in my self-learning helps me to develop positive independence	17	42.5	20	50	1	2.5	2	5
4	I develop social skills via working together with my colleagues	19	47.5	20	50	-	-	1	2.5
5	Working in pairs and groups increase fluency and command over	19	47.5	19	47.5	-	-	2	5

	language skills among the students								
6	In my true understanding collaborative learning fosters co-operation rather than competition in learning	16	40	23	57.5	-	-	1	2.5

**Where; S.A= Strongly Agree, A= Agree, S.D=Strongly Disagree, D= Disagree**

The table 3 shows the roles of collaborative learning. The first item in this table is *the help hand support that I receive from my colleagues is really beneficial to me to get well prepared*. In response to this item 55% respondents in total strongly agreed, 40% agreed, no one strongly disagreed. But, 5% disagreed in this statement. From the result I came to the conclusion that the majority of the respondents agreed to the help hand support that they received from their colleagues was really beneficial to them to get well prepared.

Similarly, the second item in the table 3 is *I often feel difficulty to work individually on the assignment given*. In response to this item 65% respondents in total are agreed, 22.5% are strongly agreed, 12.5% disagreed and no any respondents strongly disagreed. The result shows that the majority of the respondents agreed with when they felt difficulty to work individually on the assignment given by teachers.

Similarly, the third item in the table 3 is *the collegial work among the friends in my self-learning helps me to develop positive independence*. In response to this item 50% respondents in total agreed, 42.5% respondents in total strongly agreed, 5% disagreed and 2.5% strongly disagreed with this item. The result shows that collaborative learning helped them develop positive independence.

Similarly, the fourth item in the table 3 is *I develop social skills via working together with my colleagues*. In response to this item 50% respondents in total agreed, 47.5% strongly agreed, 2.5% disagreed and no any respondents strongly disagreed. The result shows that collaborative learning developed social skills to the majority of the majority of respondents.

Similarly, the fifth item in the table is *3 working in pairs and groups increase fluency and command over language skills among the students*. In response to this item 47.5% respondents in total strongly agreed, 47.5% agreed, 5% disagreed and no any respondents strongly disagreed with this statement. The result shows that working in pairs and groups increased fluency and command over language skills among the students in collaborative learning.

Similarly, the sixth item in the table 3 is *in my true understanding collaborative learning fosters co-operation rather than competition in learning*. In response to this item 57.5% respondent in total agreed 40% strongly agreed, 2.5% disagreed and no any respondents strongly disagreed. The result shows that in their true understanding collaborative learning fostered co-operation rather than competition in learning.

In this way, the accumulated data depict that students are positive towards the practices of collaborative learning in their learning process. Collaborative learning enhances the students' social skills, confidence, and critical thinking, to learn about the culture and way of speaking so on. To make collaborative learning fruitful students often divide the task in group, they actively participate in that group and share their ideas, feelings, opinions, thoughts etc. about common problem or issues. Most of the students prefer collaborative learning because in the 21<sup>st</sup> century learners are dynamic, smarter and critical thinker over the subject matter. In the case of semester system students need to be involved in several tasks i.e. are group assignments, classroom presentations, project works, seminar as well as their examinations. For these tasks collaborative learning is a good technique of learning for the students.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

This is the final chapter of the study. It incorporates findings, conclusions and recommendations. The findings are derived from the analysis of data and interpretation of result.

#### **5.1 Findings**

This study attempted to find out the collaborative learning practice among M.Ed. students and to explore the role of collaborative learning practice in students' learning. After analysis and interpretation of the data, following findings have been derived:

##### **) Finding Related to Collaborative Learning Practice**

- i) It was found that most of the students are involved in collaborative learning by group formation, divide the task in group, student-student interaction and mutual understanding for getting detail understanding of the content, class presentations, assignments and project works.
- ii) Similarly, it was found that all most all the respondents (i.e. 100%) agreed that they prefer learning through collaboration.
- iii) Likewise, the finding revealed that most of the students evaluated their own way of learning by revising the content/subject matter, cooperating and collaborating with friends and comparing the learning outcomes with the competitive friends.
- iv) Similarly, 97% of the respondents asked with friends when difficulty as a process of being in collaboration.
- v) Likewise, 98% of the respondents divided a task in group in order to co-operate or collaborate in a topic of their learning.

- vi) Likewise, to the majority, teachers' role should be facilitator in collaborative learning.
- vii) Likewise, 95% of the respondents agreed that they become more active and enthusiastic when they are asked to collaborate in a group on some topics.

## **J Findings Related to the Role of Collaborative Learning**

- i) It has been found that collaborative learning enhanced them to socialize with friends from different aspects i.e. are linguistic, cultural, psychological so on.
- ii) Similarly, it has been found that collaborative learning enhances them to develop confidence on learning, extend the area of knowledge, make more active as well as inquisitive and develop language skills.
- iii) Likewise, majority of the respondents (i.e. 97%) agreed that the practice of collaborative learning is useful for the developing critical thinking, managing the team, team reflection, mutual understanding and developing interpersonal skills.
- iv) Similarly, most of the students said that the roles of the collaborative learning are pivotal which provide us a learning platform in the teaching learning process.
- v) Likewise, majority of the respondents (i.e. 97%) argued that collaborative learning is really beneficial to the students for developing the social skills.
- vi) Likewise, it was found that 95% respondents agreed that the help and support that they have received from the colleagues was really beneficial to them to get well prepared.
- vii) Finally, it was found that 95% of the respondents agreed that working in pairs or groups fostered them to increase fluency and command over language skills.



## 5.2 Conclusion

The invention of different methods in the era of teaching and learning has emphasized on collaborative learning. For example, communicative language teaching, project based language teaching and task based language teaching. These methods also suggest to practice of collaborative learning whereas CLT emphasizes on communicative competence. Similarly, PBLT also suggests that provide the task to the students and instruct them do the work in group or pair. The practice of collaborative learning is an insisting voice in the teaching and learning. The semester programme has emphasized on the practice of self-learning including assignment, group work, project work, class presentation and internal exam. For these purposes the students are encouraged to involve or practice of collaborative learning. For the practice of collaborative learning different students have different views and different practices. Collaborative learning is considered as effective approach for teaching and learning. The newly adopted semester system has emphasized on the practice of collaborative learning to get real learning information and quality education. From the findings and my own reflection I come to conclude.

From the data, I conclude that most of the M.Ed. students are involved in collaborative learning to become independent learner. They perceived collaborative learning as the more effective learning strategy. They were in collaboration through the process of group formation, mutual understanding, critical thinking, student-student interaction so on. The students practiced collaborative learning for different purposes i.e. for class presentation, preparation for the assignment, exam preparation and for the completion of project work.

In conclusion, the findings of the study open my eyes on the value of collaborative learning which cannot be neglected in the teaching learning process. As saying '*two heads are better than one head*' in the teaching learning process learners have been actively participated for collegial

discussion among friends whenever they have got chance to put their ideas, feelings, thoughts and opinions on common goal the result of learning come from the filtering of multiple ideas. My thoughts and its findings are met now.

When I sum up the study, I realized that collaborative learning helps learners to become constructively and actively involved in coursework topics, to feel responsible for the studying, and to improve the spirit of teamwork among the participants. Collaborative learning can provide real situational information and knowledge to the learners. Collaborative learning has its significant role for the students to understand the contents or subject matter or different issues/problems in learning process. For the meaningful result, proper practice of collaborative learning is required. Even though, there are challenges of practicing collaborative learning.

### **5.3 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. The recommendations in these areas have been presented separately below:

#### **5.3.1 Policy Related**

Every nation has its own policy in different sectors. Since policy is a higher level action, it works as a catalyst for the development of the nation. The recommendations of this research related to the policy are mentioned below:

- ) The findings of this study show that students are actively involved in collaborative learning practices. 97% respondents in total agreed that collaborative learning is basic form of teaching and learning strategy. So, collaborative learning practice should be used as a basic method of teaching.

- ) The findings show that students evaluate their own way of learning by revising the content, cooperating and comparing with the competitive friends. Thus, it can be suggested to the teachers to provide environment to the students for the self-evaluation.
- ) The findings show that students practice collaborative learning for the preparation of assignment, group work, class presentation and exam preparation. So, it can be suggested to the policy makers to practices of collaborative learning are to be kept as a basic requirement of the students and teachers for teaching and learning.
- ) The findings show that collaborative learning help them to socialize with friends from different aspects i.e. are linguistic, cultural as well as psychological. Thus, the syllabus should be designed emphasizing the practice of collaborative learning.
- ) Policy makers should formulate policy regarding the teaching of different skills and subject matter through collaboration.
- ) As group learning is better than individual learning, every school should be discouraged individual learning environment and the culture of sharing among the students should be developed.

### **5.3.2 Practice Related**

This policy is meaningless if it does not come into practice. The policy plan must turn into action. The study has several recommendations at practice level. Some of them are given below:

- ) Teachers should use different collaborative activities like pair and group work, language games in their classroom while teaching language skills. It is because many students (i.e.97%) in this study perceived that collaborative learning is beneficial in students' teaching and learning process.
- ) The result shows that most of the students practice collaborative learning for the detail understanding of the content. For the completion

of the project work, group work Students are to be engaged in the project work, assignment preparation, class presentation.

- ) The findings show that in collaboration interaction among students and students-teachers to become for long lasting learning. Thus, interaction among students and teacher should be highly practiced.
- ) The findings show that the teachers' role as a facilitator in collaborative learning. So, the teachers should not be involved in traditional methods of teaching and learning like; lecture, explanation etc. instead of that they should be equipped with enough time and tools to plan and teach in deferent collaborative learning activities.
- ) The result shows that students preferred the collaborative learning to make learning fruitful. Thus, the Students should be provided with the supportive and favorable environment required for learning and practicing collaboratively.

### **5.3.3 Further Research Related**

Research is an innovative process. It is always to find a new fact. Based on the imitation of the present study and its findings the followings recommendations can be made for the further research on the same area.

- ) This research will provide a valuable secondary source for theresearchers.
- ) It will provide new research areas which are left to be investigated. For example, researchers can carry out a research work entitled “Collaborative learning practice among M.Ed. students” by conducting action research.
- ) Next, the researcher can study on the perception of the teachers for the practice of collaborative learning.
- ) Further, the research can be undertaken to cover the practice of collaborative learning in the teaching and learning process.

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## APPENDIX I :QUESTIONNAIRE

Dear Informants

I am **Teka Raj Giri**, an M.E.d. student at the Department of English Education, Tribhuvan University, Kirtipur, Kathmandu, Nepal. I have prepared this questionnaire to collect the collaborative learning practices among M.Ed. students especially for the M.Ed. English education third semester students. The questionnaire has been constructed in order to accomplish a research work entitled **Collaborative Learning Practices among M.Ed. Students** for the partial fulfilment of M.Ed. course 'Thesis Writing/Eng. Ed. 544. The research is being carried out under the supervision of **Mr. Guru Prasad Poudel**, Teaching Assistant of the English Department. Your participation and responses to the questionnaire will value my present study. I am glad to your voluntary and I cannot stand without appreciating your participation in this study. I want to assure that your confidentiality and anonymity will be strictly preserved without any violence in this research work.

Thank for your interest and participation in this study. I genuinely appreciate your time.

**Researcher**

**Teka Raj Giri**

**Department of English Education**

**Tribhuvan University, Kirtipur**

**Kathmandu**

Name:.....

Address:.....

College:.....

Level:.....

Date:.....

# PARTICIPANT CONSCENT FORM

Faculty of Education, Tribhuvan University

Kirtipur, Kathmandu

Nepal

Supervisor: Mr. Guru Prasad Poudel

Collaborative Learning Practices among M.Ed. Students

I.....agree to take part in this research study. In giving my consent I state that:

I understand the purpose of the study what I will be asked to do, and any risk/benefits involved.

1. I have read the participant information statement and have been able to discuss my involvement in the study with researcher if I wished to do.
2. I have got answer to any questions that I had about my study and I am happy with the answers.
3. I understand that being in this study is completely voluntary and I do not have to take part compulsory.
4. I understand that my real name will not be used in this study.
5. I understand that personal information about me that is collected over the course of the study will be stored securely and will only be used for purpose that I have agreed to. I understand that information about me will only be told to others with my permission, expert as required by law.

I consent to:

Name.....

Signature.....

Date.....

**APPENDIX-II**  
**Close-ended Questionnaire**

Name of the student.....

Name of the College.....

Level.....

Gender.....

**Choose and tick ( ) the best option.**

1. I prefer learning through collaboration.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

2. The help and support that I receive from my colleagues is really beneficial to me to get well prepared.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

3. I often ask with my friends regarding the difficulties I faced.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

4. I share my ideas to my friends expect similar kind of sharing from the colleagues.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

5. I often feel difficulty to work individually on the assignment given by teacher.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

6. The collegial work among the friends in my self-learning helps me to develop positive independence.

- |                   |                      |
|-------------------|----------------------|
| a) Strongly agree | b) Agree             |
| c) Disagree       | d) Strongly disagree |

7. I try to be independent in my learning resources.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
8. I take my own accountability for my learning.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
9. I keep myself being involved in face to face interaction whenever I need the friend I talk about my anxiety.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
10. I develop social skills via working together with my colleagues.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
11. We have the practice of team reflection on which each member of the team share one thing.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
12. I enjoy working in team.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
13. We have formed a group to have collegial discussion.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
14. We often divide the task in our group.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree
15. We do have mutual understanding while working together.
- a) Strongly agree
  - b) Agree
  - c) Disagree
  - d) Strongly disagree

16. Working in pairs and groups increase fluency and command over language skills among the students.

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

17. We become more active and enthusiastic when we are asked to collaborate in a group on some topics.

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

18. In my true understanding collaborative learning fosters co-operation rather than competition in learning.

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

19. Teachers' role as facilitator is more effective in collaborative learning.

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

20. In my opinion, students need to pay more attention and interest in collaborative learning.

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

**Researcher**  
**Teka Raj Giri**  
**T.U., Kirtipur, Kathmandu**

**Thank you for your kind participation**

## Open-ended Questionnaire

Name of the student.....

Name of the College.....

Level.....

Gender.....

### Supply your view to the following questions.

1. Have you ever been involved in collaborative learning? Could you please how and why do you collaborate?

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2. In order to evaluate your own way of learning what do you do? Please mention.

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3. In your experiences what different roles of collaborative learning practice has?

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4. It is said that collaborative learning enhances students' skills and develop confidence on learning. Do you agree with the statement? Please give reasons.

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5. What different roles of collaborative learning you have examined throughout your group practice?

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**Researcher**  
**Teka Raj Giri**  
**T.U., Kirtipur, Kathmandu**

**Thank you for your kind participation**