

Chapter I

Introduction

This is the study entitled as “**Role of Collaborative Learning for Developing Speaking Skills of Secondary Level Students**”. This is introductory part of the study which includes background of the study, statement of the problem, rational of the study, objectives of the study, delimitations of the study and operational definition of the key terms.

Background of the Study

Collaborative learning provides students an opportunity to share their ideas as they practice to speak and have self-correction to control their pronunciation in speaking. Collaboration fosters a classroom dynamic of debate in which students discuss the text freely, exchange their views and learn more from a plurality of perspectives. Learning is a change in human disposition or capabilities that persists over a period of time and is not simply ascribable process of growth (Gagne, 1985). For the American psychologist Bruner (1986), learning is an active, social process in which students construct new ideas or concepts based on current knowledge. Likewise, Jolliffe (2007, p. 29) states, “Learning requires interaction and not only does this need interpersonal skills, it also requires the skills of communication.” Moreover, Gross (1993, as cited in Pattanpichet, 2011, p.2) mentions, “Students learn best when they are actively involved in the process.” Furthermore, Knowles (2012) claims that learning is process of gaining knowledge and expertise. With these considerations, it can be said that learning is active, social, positive and progressive change of human behavior.

Learning is a continuous process in which the students are active, creative, productive, and dynamic to develop a many different skills, knowledge, attitudes and behavior. In process of learning, students use various strategies such as collaboration, co-operation, coordination; share ideas to one another and reflect. Among these different techniques, collaborative learning is one of the effective ways of learning. Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. Piaget (1929) points out that collaborative learning and constructive cognitive development often go hand-in-hand.

The Russian teacher and psychologist, Lev Vygotsky in his social learning theories (1962) argues that people learn through interaction and communication with others. Vygotsky (1978) is the foremost amongst the pioneers who explored the causal relationships that exist between social interaction and individual learning. “Students are supposed to talk with each other and it is in this talking that much of the learning occurs (Golub, 1988). Chickering and Gamson (1987, p.3) say, “Learning is enhanced when it is more like a team effort than a solo race.” Greeno in his theory of situated cognition (2011), postulates that the behaviour of individuals can be understood from the behaviour of the social system to which the individuals belong. Babikar (2018) illustrates that collaborative learning refers to the act of giving students an opportunity to work with others, so they do some works in groups or pairs. Through defending their position, reframing ideas, listening to other viewpoints and articulating their points, learners will gain a more complete understanding as a group than they could as individuals. Thus, learning is collaborated and social, not isolated and rote memorization.

Language is the way of sharing ideas, feelings and experiences among people in the society. All the human beings have their languages for communication all over the world. Bloch and Trager (1942, p. 5) define language as “A language is system of arbitrary vocal symbols by means which a social group cooperates.” As Block and Trager stated above a language represents speech sounds in which people in the society interact for their shared goal. Crystal (2003, p. 255) says, “Language, at its most special level, refers to the concrete act of speaking, writing or signing in a given situation.” Similarly, English language teaching is the area where various approaches, methods, techniques, tools have been used since its beginning for the effective language learning. Richards and Rogers (2016, p. 192), say, “Minority students might fall behind higher-achieving students in this kind of learning environment.” Therefore, to overcome these problems, collaborative language learning came into existence in the process of English language teaching and learning activities.

Speaking is an interaction between two or more people in exchanging ideas. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Florez (1999) depicts that speaking is the interactive process of constructing meanings that involve producing, receiving and processing information. Pollard (2008) states that

speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not have enough exposure to English. According to Celik (2007, as cited in Tonsuncuoglu, 2012, p.333), “One of the major tasks facing human beings is to communicate their ideas, feelings, plans, expectations and surprises.” Thorunbury (2005 as cited in Zohra, 2013, p.8) defines, “Speaking as a natural integral part of the person's daily life.” Pakula (2019) says speaking is an important skill in language learning, but it is not easy to learn or to teach. Speaking is the representation of speech sound by means of which human beings communicate.

Learning is more social interaction than solo activities. Speaking helps students sharing ideas, emotion and experience, plays pivotal role in learning. That’s why, for the successful teaching and learning speaking skill, it must follow collaborative learning approach.

Statement of the Problem

Collaborative learning (CL), which is recently emerged demanding task, requires the implementation of various policies to ensuring the learning achievement of the curricular objectives and desired outcomes. Collaborative learning is believed to be more active, creative, productive and motivating than the traditional learning strategies that have been used for the long time. However, there are several things to be considered in the perception, practice and role of collaborative learning for developing speaking skills. With this regard, this paper principally argues on ‘Are the secondary level teachers in Nepal implementing collaborative learning effectively for developing English speaking skills in the ELT, EFL classroom? Or if they are implementing, to what extent they are effective to address the determined benchmarks of it?’ Similarly, the other questions include; why collaborative learning is important in developing speaking? How does the collaboration play pivotal role in developing speaking? Is there any relation between collaborative learning and developing speaking? In what way, collaboration develops the speaking efficiency of the students? Why is the role of collaboration negated in developing speaking? How do the students perceive collaborative learning and what sorts of activities are being implemented collaboratively in their class for developing speaking? Sufficient researches have not been carried out on the perception, practice and role of collaborative learning in the actual class room settings. That’s why, I have selected

this topic as the matter of my investigation in order to explore aforementioned problematic issues in the practice of collaborative learning.

Rationale of the Study

A large majority of people have done many research works in the Department of English Education related to developing speaking skill. In this paper, I conducted a research on students' perception, practice and the role of collaborative learning for developing speaking skill. Collaboration plays pivotal role in teaching and learning activities. If students' perception, practice and the role of collaboration are taken appropriately, these will be indispensably helpful for effective teaching and learning. These also become effective and useful for the proper application of curriculum. This topic has been selected for the research as it is one of the common ways to develop the speaking skill effectively.

Most of the teachers conduct their class or present their lesson by one-way communication. Researchers have shown that collaboration plays significant role in developing speaking for betterment of speaking skill. Teachers are following their teaching methods, techniques or approaches through one way delivering speech. This study will be rationale in the field of language teaching and learning to give the knowledge and benefit about the collaborative teaching and learning activities especially for teachers. It also justifies the importance and needs of further researches in the field of teaching approach. Basically, it provides insights on how to conduct research and which methodologies can be used in their study. The scope of speaking skill is being widened. This study tries to add other extra information, idea and knowledge in the wide area of teaching skill and discloses the possibilities for further researches to enhance proficiency and expertise in developing speaking.

The main objective of this study was to find out the students' perception on the role of collaborative learning in developing speaking. Why collaborative learning is important in developing speaking, is the central concern. Their research conducted by various scholars outside Nepal explores that constructive role of collaboration is helpful in developing speaking. This research was conducted to explore whether collaborative practices on speaking occur effectively in our context or not. The findings drawn out from this study are supposed to be helpful for the students to know more about themselves. The students will be benefitted a lot in their learning with this

approach because they will get opportunity on learning language in their own pace, interest and needs. The learning will become pleasure for them not pain. It is valuable because planners, policy makers and those who want to research under this area will be benefitted enormously.

In our context, the research under the area of collaborative learning is important since nobody has attempted to find out the students' perception and practice on the role of collaboration in developing speaking. Results drawn out from this study will provide new consciousness, mindfulness, alertness and insight into the learners to learn effectively, teachers to teach, policy makers to develop policies etc. on the role of collaborative learning specially on developing speaking skill from their own perspectives.

Objectives of the Study

The main objectives of this study of this study were as follows:

- To find out the students' perception on the role of collaborative learning in developing speaking skill.
- To find out the impact of collaborative learning for developing students' speaking skill.
- To suggest some pedagogical implications and considerations.

Research Questions

The following were the research questions:

- What is students' perception on the role of collaborative learning for developing speaking skill in the ELT classroom?
- How do teachers perceive on the use of collaborative learning for developing speaking skills in ELT class room?
- What are the educational approaches that the teachers are applying in the class room?
- Why is collaborative learning useful and helpful for developing speaking skill in ELT class room?
- What is students' prediction on the future impact of collaborative learning for developing speaking in ELT class room?

- How do students suggest on the use of collaborative learning for developing speaking skill in the ELT class room?

Delimitations of the Study

Delimitations is the process of confining some areas of the study due to limited resources, time and efficiency. Every research work is limited in certain boundary. Thus, this study was delimited to the following areas:

- This study was delimited to explore the perceptions and practices on the role of collaborative learning for developing English speaking skills only.
- Students of secondary level were the population of the study from the selected school.
- The sample population of this study was delimited to 40 students from Budhanilkantha Secondary school, Narayenthan, Kathmandu.
- The study was based on survey research design.
- Random sampling procedure was used to select the sample of the study.
- The major tool was close and open ended questionnaire for primary data collection.

Operational Definitions of the Key Terms

Collaboration. Collaboration is the process of two or more people, groups, parties, organizations working together to complete a task and achieve shared goal.

Collaborative Learning. Collaborative learning is the educational approach of using groups to enhance learning through working together.

Speaking Skills. Speaking is the way of sharing ideas, feelings and experiences among people in the society. There are mainly four skills of language, i.e. listening, speaking, reading and writing. Among them, speaking is in the central concern for sharing ideas.

Developing Speaking. Developing speaking involves not only pronouncing utterances correctly through verbal and non-verbal symbols but also expressing ideas and emotions in a variety of contexts appropriately.

Perception. The opinion or view of someone in the way that people think about it or the impression they have on it.

Role. The role refers to the particular position and function on teaching learning activities.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter comprises review of related theoretical literature, empirical literature, implication of the review for the study and conceptual framework.

Review of Related Theoretical Literature

Literature review is the process of studying of previously published research works in the related field of our new topic of research. This is very much important task for any kind of research work because it provides the information about what has been already researched and what is remained yet to be explored in particular field. In this regard, Nunan (1992) says the function of literature is to provide background information on the research question and to identify what other have said and discovered about the question. Similarly, reading of literature guides us towards appropriate way of research. This section includes introduction to collaborative learning, assumptions about learning, collaborative learning approaches, theories underlying collaborative language learning, the benefits of collaborative learning and its benefits on English speaking skills, defining speaking, the components of speaking skills, types of oral fluency activities, types of spoken discourse, the nature of speaking, speaking situations, review of related empirical literature, implication of the review for the study and conceptual framework.

Introduction to collaborative learning. Collaborative learning is a concept derived from Vygotsky's social constructivism. It 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. According to Smith and MacGregor (1992, as cited in Pattanpichet, 2011, p.1), "Collaborative learning is an umbrella term for a variety of approaches in education involving joint intellectual effort by students or students and teachers." It focuses on social nature of learning and gives emphasis on development of learning skills, work skills and life skills. It 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. Oxford (1997) states that collaborative learning is acculturative process which supports learners to become members of the knowledge communities whose common property is different from the common

property of knowledge communities they already belong to. Wiener (1986) states that collaborative learning is dependent on the positive interdependence of group members, which provides the achievement of a common goal. Specially, students put into groups are only students grouped and are not collaborators, unless a task that demands consensual learning unifies the group activity. Rao (2019) mentions that collaborative learning involves groups of learners who work for completing a task or finding a solution to the problem or creating a product and it is an educational approach to teaching and learning. Macaro (1997, as cited in Arta, 1996, p. 150) views that collaborative learning is a process of learning in which students collaborate together to attain common learning goals. It shows that when the learners learn in groups, they are more comfortable and share their knowledge with each another and learn many new things from the group members.

Assumptions about learning. Smith and MacGregor (1993) depicts that though collaborative learning takes on a variety of forms and is practiced by teachers of different disciplinary backgrounds and teaching traditions, the field is tied together by a number of important assumptions about learners and the learning process.

Learning is an active, constructive process. To learn new information, ideas or skills, our students have to work actively with them in purposeful ways. They need to integrate this new material with what they already know-or use it to reorganize what they thought they knew. In collaborative learning situations, our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing- of constructing meaning or creating something new-are crucial to learning.

Learning depends on rich contexts. Recent research by Brown, Collins and Duguid (1989, as cited in Smith and Macgregor, 1993, para. 9) suggests that learning is fundamentally influenced by the context and activity in which it is embedded. Collaborative learning activities immerse students in challenging tasks or questions. Rather than beginning with facts and ideas and then moving to applications, collaborative learning activities frequently begin with problems, for which students must marshal pertinent facts and ideas. Instead of being distant observers of questions and answers, or problems and solutions, students become immediate practitioners. Rich contexts challenge students to practice and develop higher order reasoning and problem solving skills.

Learners are diverse. Our students bring multiple perspectives to the classroom-diverse backgrounds, learning styles, experiences, and aspirations. As teachers, we can no longer assume a one-size-fits-all approach. When students work together on their learning in class, we get a direct and immediate sense of how they are learning, and what experiences and ideas they bring to their work. The diverse perspectives that emerge in collaborative activities are clarifying but not just for us. They are illuminating for our students as well.

Learning is inherently social. As Jeff Golub points out, “Collaborative learning has as its main feature a structure that allows for student talk: students are supposed to talk with each other....and it is in this talking that much of the learning occurs.” (Golub, 1988). Collaborative learning produces intellectual synergy of many minds coming to bear on a problem, and the social stimulation of mutual engagement in a common endeavour. This mutual exploration, meaning-making, and feedback often leads to better understanding on the part of students, and to the creation of new understandings for all of us.

Collaborative learning approaches. Smith and Macgregor (1993) opine that collaborative learning covers a broad territory of approaches with wide variability in the amount of in-class or out-of-class time built around group work. Collaborative activities can range from classroom discussions interspersed with short lectures, through entire class periods, to study on research teams that last a whole term or year. The goals and processes of collaborative activities also vary widely. Some faculty members design small group work around specific sequential steps, or tightly structured tasks. Others prefer a more spontaneous agenda developing out of student interests or questions. In some collaborative learning settings, the students’ task is to create a clearly delineated product; in others, the task is not to produce a product, but rather to participate in a process, an exercise of responding to each other’s work or engaging in analysis and meaning-making.

Theories underlying collaborative language learning. There are mainly three theories underlying collaborative language learning.

Lev Vygotsky’s sociocultural theory. Vygotsky’s sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky’s theory is

comprised of concepts such as culture-specific tools, private speech, and the Zone of Proximal Development. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of making meaning.

Jean Piaget's theory of cognitive development. Jean Piaget's theory of cognitive development suggests that intelligence changes as children grow. A child's cognitive development is not just about acquiring knowledge, but the child has to develop or construct a mental model of the world. Cognitive development occurs through the interaction of innate capacities and environmental events. He asserted that a child starts to perceive the knowledge involving in different actions and experiences. Teaching learning should be oriented keeping in mind competence and performance level of students in collaborative learning class room.

Albert Bandura's social learning theory. According to Bandura, imitation involves the actual reproduction of observed motor activities. (Bandura, 1977). This theory is based on the idea that we learn from our interactions with others in a social context. Separately, by observing the behaviors of others, people develop similar behaviors. After observing the behavior of others, people assimilate and imitate that behavior, especially if their observational experiences are positive ones or include rewards related to the observed behavior. It covers cognitive and behavioral framework of learning.

The benefits of collaborative learning. Students gain a number of benefits using collaborative learning. Grath (2000 as cited in Babikar, 2018) mentions the benefits of using collaborative learning:

Social benefits as follows. Collaborative learning helps develop social support system for learners. It leads to build diversity understanding among students and staff. It establishes a positive atmosphere for modelling and practicing cooperation. It develops learning communities.

Psychological benefits as follows. Student-centred instruction increases student self-esteem. Cooperation reduces anxiety. Collaborative learning develops positive attitudes towards teachers.

Academic benefits as follows. It promotes critical thinking skills. It involves

students actively in the learning process. It models appropriate problem solving techniques. It is helpful in motivating students in specific curriculum. And, classroom results are improved.

The benefits of collaborative learning on English speaking skill.

Collaborative learning is the process of two or more people working together. Learners have many benefits to develop their speaking skills when they collaborate with others. Arta (2018) mentions the following benefits of collaborative learning on English speaking skills.

Reducing language anxiety. The first benefit of collaborative learning approach (CLA) on students' speaking ability is to reduce the language anxiety. Suleimenova (2013) points out that anxiety is defined as distress or uneasiness of the mind caused by fear of danger or misfortune. General anxiety is the excessive and exaggerated worry about everyday things. Foreign language learners often experience anxiety in speaking the target language because the classroom environments seem threatening for students (Dornyei, 2002). Firstly, CLA can contribute in reducing language anxiety because it offers safe environments of learning English as a foreign language in order that the language anxiety decreases. Performing speaking English in small groups can make students feel more comfortable in making language mistakes then trying to deliver a speech in front of large groups of students.

Active participation. Once students can feel less anxious in starting conversations, they tend to maintain their participation in the learning process. Therefore, the second benefit of CLA regarding speaking skill is it increases students' participation. Besides providing secure learning environments to increase students' involvements, CLA also promotes more opportunities for students to practice speaking English. Manurung (2015) emphasizes the importance of opening wide opportunities to practice in the teaching of speaking.

Increasing self-confidence to speak English. The third benefit of CLA in improving students' English-speaking skill is development of self-confidence and self-esteem. As mentioned above, students encourage one another in collaborative groups. To be confident, one needs other people to shape it by intensively communicating ideas or feelings and confirming curiosities or interests (Dornyei, 2002). Self-esteem and self-confidence are social products, which means that they are created by people around us (Dornyei, 2002, p. 90). The more students interact with

their peers using English, the more confident they will be to employ English as a medium of communication.

Defining speaking. Speaking is one of the central elements of communication and it has important roles in communication. By speaking, the students can express their ideas, share information, and maintain social relationship by communicating to others. According to Chaney (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people cannot make a good communication without speaking. By speaking, people can express their ideas or share information. Similarly, Brown (2004, as cited in Kuruniti and Novitri, 2015, p. 3) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. It means that when one speaks, he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications. Moreover, Pollard (2008) states that speaking is one of the most difficult aspects for students to master. The reason why speaking is difficult aspect for students to master because they do not have enough exposure to English. Many of students 3 cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. For it, they get a miss communication. To minimize the mistakes and get a good communication with native speakers or no, the learners must know and comprehend the use of expressions and the elements in speaking. Thus, speaking is one the most difficult productive skills of language that can be used to express ideas or send message to the hearer or listener.

The components of speaking skill. According to Vanderkevent (1990), there are three components of speaking skill.

The speakers. Speakers are people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

The listeners. Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

The utterances. The utterances are words or sentences, which are

produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974), there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

Comprehension. For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.

Grammar. It is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton (1978, as cited in Harris) that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

Vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

Pronunciation. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

Fluency. Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate

that the speaker does not have spent a lot of time searching for the language items needed to express the message. From the ideas above, the researcher concluded that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.

Types of oral fluency activities. Regarding types of oral fluency activities, Ur (1996) mentions the following activities:

Activity 1. Discuss the following conflicting opinions.

Opinion 1. Children should be taught in heterogeneous classes: setting them into ability groupings puts a ‘failure’ label onto members of the lower groups, whereas putting more and less able learners together encourages the slower ones to progress faster, without penalizing the higher able.

Opinion 2. Children should be divided into ability groupings for most subjects: this enables the less able ones to be taught at a pace suitable for them, while the better students do not need to wait for the slower ones to catch up.

Activity 2. A good school teacher should have the following qualities.

sense of humour	enthusiasm for teaching
honesty	pleasant appearance
love of children	fairness
knowledge of subject	ability to create interest
flexibility	ability to keep order
clear speaking voice	intelligence

Types of spoken discourse. Richards (1990) mentions that interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening and to communicate good will. Although information may be communicated in the process, the accurate and orderly presentation of information is not the primary purpose. Examples of interactional uses of language are greeting, making small talk, telling jokes, giving compliments, making casual ‘chat’ of the kind used to pass time with friends or to make encounters with strangers comfortable. Brown and Yule (1983) suggest that language used in the

interactional mode is listener oriented . . . transactional uses of language are those in which language is being used primarily for communicating information. They are ‘message’ oriented rather than ‘listener’ oriented. Accurate and coherent communication of the message is important, as well as confirmation that the message has been understood. Explicitness and directness of meaning is essential, in comparison with the vagueness of interactional language . . . examples of language being used primarily for a transactional purpose include news broadcasts, lectures, descriptions and instructions.

Brown and Yule (1983) state that a short turn consists of only one or two utterances, a long turn consists of a string of utterances which may last as long as an hour’s lecture . . . what is demanded of a speaker in a long turn is considerably more demanding than what is required of a speaker in a short turn. As soon as a speaker ‘takes the floor’ for a long turn, tells an anecdote, tells a joke, explains how something works, justifies a position, describes an individual, and so on, he takes responsibility for creating a structured sequence of utterances which must help the listener to create a coherent mental representation of what he is trying to say. What the speaker says must be coherently structured . . . the general point which needs to be made . . . is that it is important that the teacher should realise that simply training the student to produce short turns will not automatically yield students who can perform satisfactorily in long turns.

Ur (1981) stresses that the use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom: they can be shopkeepers or spies, grandparents or children, authority figures or subordinates; they can be bold or frightened, irritated or amused, disapproving or affectionate; they can be in Buckingham Palace or on a ship or on the moon; they can be threatening, advising, apologising, condoling. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role-played, according to the physical setting imagined, according to the communicative functions or purpose required.

The nature of speaking. Brown (2004, as cited in Kuruniati and Novitri, 2015, p.3) further states that there are some basic types of speaking as in the following taxonomy.

Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.

Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.

Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small 4 talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship.

Extensive. Extensive oral production tasks include speeches, oral representations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Speaking situations. According to Doff (1995, pp 65-67), there are three kinds of speaking situations in which we find ourselves: interactive, partially interactive and non-interactive". He explains the idea saying that: Interactive speaking situations include face- to face conversations and telephone calls, in which we are alternately listening and speaking, and in which we will have a chance to ask for clarification, repetition or slower speech from our conversation partner. Some speaking situations are partially interactive, such as when giving a speech to a live audience, where the conversation is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expression on their faces and body language whether or not he or she is being understood. Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

Micro skills. Like reading, writing and listening, speaking is more complicated skill than it seems at first and involves more than just pronouncing words. Florenz (2000) recommends the speaker to train himself.

- Pronounce the distinctive sounds of a language clearly enough so that People can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of a language clearly enough so that people can understand what is said.
- Use the correct form of words. This may mean, for example, changes in tense, case or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make the discourse hang together so that people can follow.

Speaking activities. Certain requirements are to be there when looking for better learning by using activities. To apply this for speaking, some suggestions are given in Byrne (1987, pp 83-85). These include the following:

- Learners talk a lot
- Participation is even.
- Motivation is high.
- Language is of an acceptable level.

Problems with speaking activities. Joining learners in speaking activities involve many problems. These include.

Inhibition. learners worry about making mistakes in class, feel afraid of criticizing and appear shy.

Nothing to say. learners have no motive to express themselves and even to participate in speech as they are not interested and have nothing to say.

Participation. only one participant can talk at a time if he is to be heard; and in a large group this seems that each one will have only little talking time or not at all.

Mother-tongue use. In classes where all, or a number of, the

learners share the same mother-tongue, they may tend to use it; because it is easier.

Solving the problems. To solve the above mentioned problems, Byrne (1987, pp 83-85), suggested the following:

Use group work. This increase the sheer amount of learner talk going on in a limited period of time and also lowers the inhibition of learners.

Base the activity on easy language. The level of language needed for a discussion should be lower than that used in intensive language learning activities.

Make a careful choice of a topic. On the whole, the clearer the purpose of the discussion, the more motivated participant"

Give some instructions or training in discussion skills. With instruction and training, the students sharpen their skills in speaking.

Keep students speaking the target language. The more students speak in English, the more they have proficiency

Review of Related Empirical Literature

Various research studies have been carried out on the field of collaborative learning and speaking skill by many researchers under different universities throughout the world. In Nepal too, there are many researches have been carried out on the same topic under the Department of English Education, T.U., Kirtipur. Among them, some of the research works related to this study are reviewed as follows:

Paudel (2014) carried out a research on ‘Teachers’ Perception on the Role of Collaboration in Teaching Speaking’. The objectives of the study were to find out the teachers’ perception on the role of collaborative learning in teaching speaking and to suggest some pedagogical considerations. The researchers followed the purposive non-random sampling procedure for sampling population. He selected twenty teachers from ten private schools and twenty teachers from ten government aided schools in Kaski district following this procedure. He used questionnaire as the major tool to collect the data focusing on the role of collaboration in teaching speaking. He used both open ended and close ended questions. He found out that most of the teachers had positive attitude towards the use of collaborative learning in teaching speaking; only few teachers had the negative attitudes towards the use of collaborative learning in teaching speaking.

Bhatt (2015) carried out an experimental research on 'Effectiveness of Pair Work Technique in Teaching Communication Functions'. The main objectives of her study were to find out the effectiveness of pair work technique in teaching communicative functions and to suggest some pedagogical implications based on the findings of the study. The researcher followed the simple random sampling procedure for sampling population. The population of his study was all the students of class ten, studying in Shree Shanty Niketan Higher Secondary School in Kanchanpur district. Thirty-two students of class ten were the sample of this study. He used pre-test and post-test in order to elicit the required data. The main tools for the data collection were the test items. The data were analyzed and interpreted by using statistical tools which were collected from primary sources. The data for this study were test results. He found out that the use of pair work technique more effective in teaching communicative functions. The experimental group made better progress than the controlled group.

Dulal (2016) conducted a research on 'Effectiveness of Group Work Technique in Teaching Speaking'. The objectives of her study were to find out the effectiveness of the group work technique in teaching speaking skill at secondary level and to suggest some pedagogical implications based on the research findings. The researcher followed simple random sampling procedure to sample the students from total population of grade ten. She used test items as the main tools for data collection. She selected 40 students of grade 10 of government aided school named Nangin Secondary School in Panchthar. The findings of her study showed that the use of group work technique was more effective in teaching speaking. The experimental group made better progress than controlled group.

Paudel (2015) carried out the research on 'Teachers' Perception and Practices of Collaborative Learning in Developing Speaking Skill'. The objectives of his study were to find out the teachers' perceptions and practices of collaborative learning in developing speaking skill and to suggest some pedagogical implications. The researcher followed survey research studies large and small population or universe by selecting and studying sample chosen from the population. He conducted research on twenty secondary level English teachers from Taplejung district using purposive non-random sampling procedure. He applied questionnaire, interview, observation and checklist for the collection of data. The results of his study showed that 80% teachers

agreed collaborative learning in pairs and groups increases students' speaking skill and 60% teachers perceived collaborative learning as appropriate only for talented students.

Shahi (2016) carried out a research entitled 'Co-operative Teaching and Learning: Teachers' Views and Use in English Class'. The major objectives of his study were to find out the teachers' views on co-operative learning and to identify the teachers' uses of co-operative strategies in teaching English. The researcher followed the purposive nonrandom sampling strategy. The population of this study was all the secondary level English teachers of Kalikot district. Out of them, twenty teachers of twenty secondary schools were taken as the sample of this study. He used survey questionnaire and observation checklist as the tools to obtain necessary data for his research. The findings of his study showed that most of the teachers prefer to adopt their co-operative teaching learning to develop their skill. Regularly held group work found to be beneficial to the teachers.

Roka (2017) carried out an experimental research entitled 'Effectiveness of Cooperative Learning in Developing Vocabulary'. The objectives of his study were to find out the effectiveness of cooperative learning in developing vocabulary and to suggest some pedagogical implications. The researcher followed the purposive non-random sampling procedure. He collected data from primary as well as secondary sources; pre-test and post-test items. The population of the study was grade eight students who were studying in Shree Jana Jagriti Secondary School, Tanahun. He found out that the total score of the pre-test was 275 i.e. 32.4 percent and the total score of the post-test was 363 i.e. 44.2 percent.

Rana Shrees (2017) carried out a research entitled 'Perceptions and Practices of Teachers Towards the Use of Group Work in English Language Classroom. The main objectives of his study were to explore secondary level English teachers' perceptions towards the use of group work in English language classroom, explore secondary level English teachers' practices towards the use of group work in English language classroom, find out the challenges that secondary level English teachers face while using group work in English language classroom and to suggest some pedagogical implications. The researcher followed the purposive non-random sampling procedure for the sample of population. He used classroom observation

checklist and questionnaire as the tools of data collection. He selected altogether twenty teachers from the government-aided schools in Baglung district. He found out that group work technique was suitable at secondary level English teachers to develop students' communicative competence and fluency in learning.

Implications of the Review for the Study

It is sure that no any study is possible to be completed without help of literature review. So that literature review is taken as most strong part of every research work. It expands our horizon of knowledge regarding our field of study and only after that we may have enormous knowledge to design objectives, to develop research questions, to apply methodologies and to move other important steps in journey of our research. In the same way I have also reviewed so many literatures related to my topic. I have reviewed many books, articles, and other research work. Similarly, after completion of literature study I come to find out the gaps between what has already been found out and what is not researched yet. The theoretical and empirical literatures that I have reviewed helped me in several ways. All the theoretical reviews helped me to develop insightful knowledge about different aspects of speaking and collaborative learning.

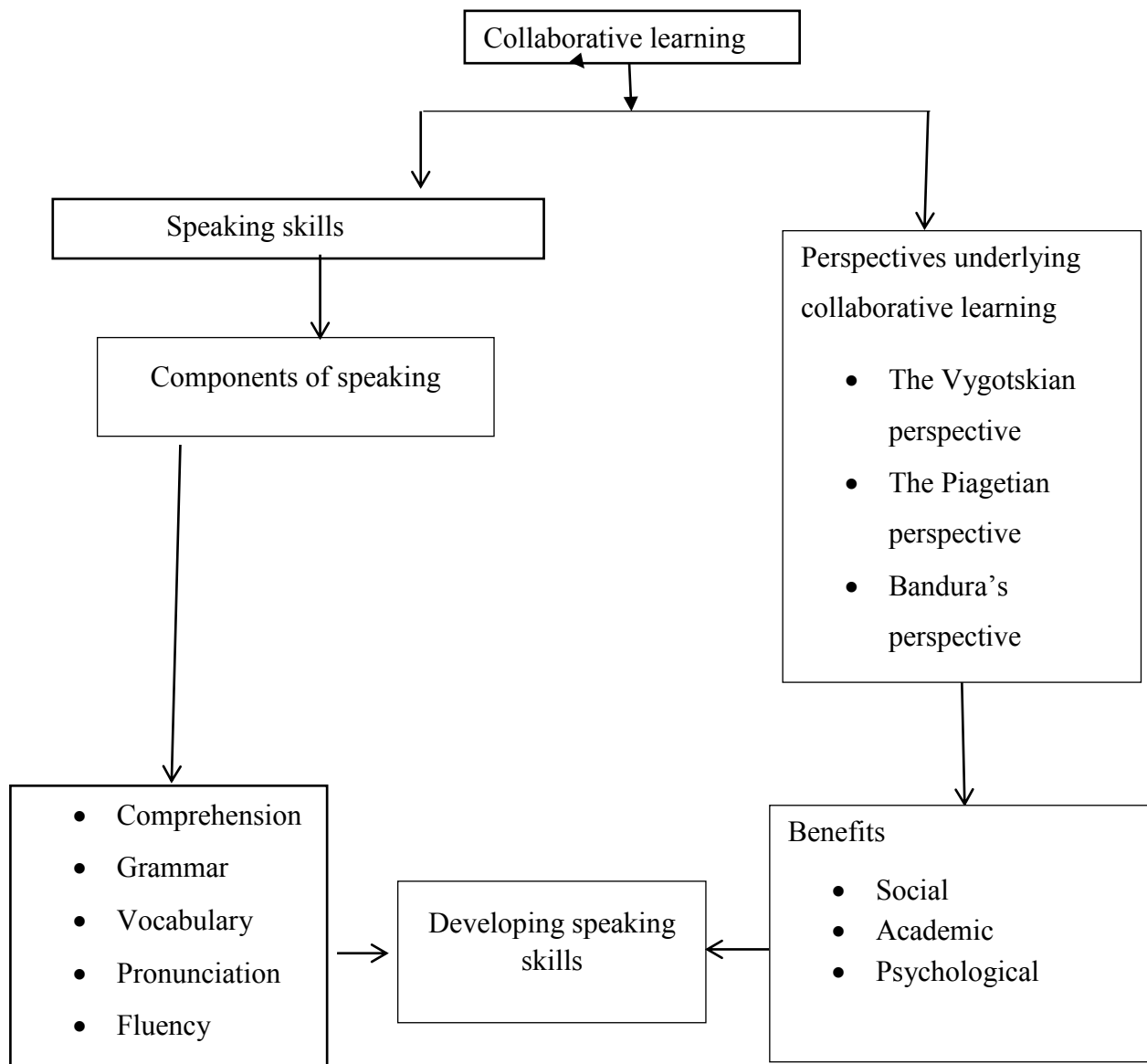
More specifically, I studied different language sub skills from brown (2004), likewise, I got clear idea of speaking components from Vanderkevent (1990) and Doff (1987) which made me understand about different speaking situations. Furthermore, Pattanpichet (2011), and Arta (1996) provided me some advantages and insightful knowledge of using collaborative learning. As a whole these all theoretical literatures helped me to be stronger in knowledge of my research area. Similarly, I have reviewed different empirical works by different authors which are related with developing speaking skills of the students. After detailed study of all these works I received new ideas regarding use of collaborative learning for developing speaking skills. I got ideas of designing objectives and applying survey research design from Kumar (2009) and Nunan (1992). I reviewed a number of other documents to complete my study.

In this way, all of the literatures that I have reviewed will help me in different step of my work. And these will help me to expand the space of insightful knowledge

regarding my area of study. That is why I hope my study will be completed in systematic, scientific and perfect way.

Conceptual Framework

This study is on 'Role of Collaborative Learning for Developing Speaking Skills which was based on following conceptual framework.



Chapter III

Research Methodology

This chapter contains the design of the study, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedure.

Design and Method of the Study

Survey research design addresses the various issues such as; what statistics are produced, for which population, when, and with what accuracy; what data are to be collected for which units of the population of interest, and what are the methods by which those data are to be collected and processed to produce the required statistics. Operational, organizational and administrative issues are usually addressed. Kerlinger (1973) states that survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to desire the relative incidence, distribution and interrelationship of social and psychological variables.

Indeed, survey is one of the central research methods used in educational investigation. Kidder (1981) says that no other research strategy matches the strength of survey research in its potential for handling external validity.

It is mainly carried out to find out peoples' attitudes, issues, opinions and specific behavior, on certain issues, phenomena, events and or situations. The finding of survey is applicable to the entire group. Survey is the most important research design combined to find and public operation and the behavior and the attitudes of different professional to accept certain activities and study certain friend almost at a single point at time. Research design refers to the overall strategy utilized to carry out research that defines a succinct and logical plan to tackle established research questions through the collection, interpretation, analysis, and discussion of data. In other words, it is a procedural plan that is adopted by the researcher to answer the questions validly, objectively, accurately, and economically (Kumar, 2009). The design of this study is based on the procedure of survey. It means that the design of this study is based on the framework of survey research.

Survey is a superficial study of an issue or phenomena. It is the most commonly used method of investigation in educational research. The finding of

survey is generable and applicable to the whole group. Survey is the best research design carried out to find out public opinion, and the behaviors and attitudes of different professionals to assess certain activities and certain trends almost at single point of time. Thus, I selected this design for my study.

Population, Sample and Sampling Strategy

This study included the students of secondary level specially students of grade 9. So, 40 students of the grade 9 were the population of the study from Budhanilkantha Secondary School, Budhanilkantha-3, Kathmandu.

In order to accomplish the research objectives, the researcher selected 40 students of class 9 studying by using random sampling procedure from Budhanilkantha Secondary School, Budhanilkantha-3, Kathmandu.

Data Collection Tools and Techniques

Tools are the ways or the methods that help researcher to collect data from different sources. In this way, they are most important element of every research. I used questionnaire, especially open ended and close ended questionnaires as research tools in order to explore the perceptions of students on the role of collaborative learning for developing English speaking skills and to address the questions of my research.

Sources of Data

The students of class 9 from Budhanilkantha Secondary School, Budhanilkantha-3, Kathmandu are the source of data. They differ on the basis of socio-economic backgrounds, gender, and caste. Class 9 students of Budhanilkantha Secondary School mostly belong to middle socio-economic status or class family. They are disciplined, obedient and laborious. Based on caste and gender, students of class nine are presented in the following column.

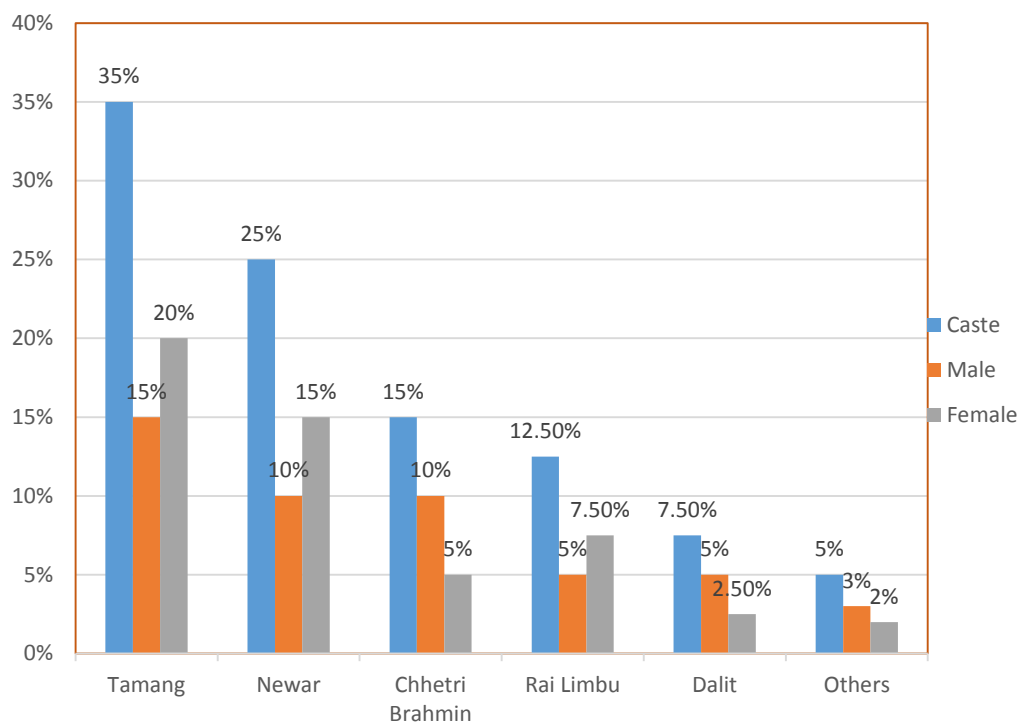


Figure 1

Percentage of male and female students based on caste

Above mentioned column in figure one compares the percentage of class 9 students on the basis of caste and gender. Overall, Blue colour bar graph represents the percentage of students on the basis of caste, while orange and grey colour bar graphs depict the percentage of students based on gender. Bar graph shows that 35 % of the students are Tamang (15 % male and 20 % female), 25 % students are Newar (10 % male and 15 % female), 15 % of the students are Chhetri and Brahmin (10 % male and 5 % female), 12.5 % students are Rai and Limbu (5 % male and 7.5 % female), 7.5 students are Dalit (5 % male and 2.5 % female, and 5% students are others (3 % male and 2 % female). In Budhanilkantha Secondary School, highest percentage of class 9 students are Tamang, lowest percentage of the students are Dalit and others. Female students are more than male ones. Thus, it gives proof that parents in Budhanilkantha municipality are alert and conscious on their child education.

Data Collection Procedures

First of all, I visited the head teacher of school and established rapport with all concerned school teachers and students at the same time I explained about my

purpose. After gaining permission, I informed students about my purpose. Likewise, the researcher followed stepwise methodological procedures to collect data. So that, at first I provided the questionnaire to the selected students. After completing the allocated time, I collected the distributed questionnaire from the students. At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

This section deals with the interpretation and analysis of the collected data. For data analysis and interpretation, I used descriptive approach by using different display devices such as tables, lists, statistical tools and so on.

Ethical Considerations

Research study is conducted with systematic and rigorous process in various issues, where ethical considerations play crucial role. So that, several ethical considerations should be maintained by every researcher. Similarly, we have to avoid the plagiarism and should keep the concept of not to harm the public and participation from the information they provide to the researcher.

To maintain ethical consideration, at first I took permission from the head teacher for managing the environment for my study. Then after I made population clear about the purpose of my study giving them complete picture of how the data was used and what I would do using their data. After that I assured the interviewees that their interest and rights would be ensured regarding the reporting of data. Finally, I requested them for helping to my journey of research.

Chapter IV

Analysis and interpretation of results

I systematically presented the questions which were general and specific items in the 40 students; 25 females and 15 males in order to achieve my objectives. The collected data was presented, analyzed and interpreted into two main headings:

- Discussion of Data Collected Through Closed Ended Questions.
- Discussion of Data Collected through Open Ended Questions

Analysis of Data Collected Through Closed Ended Questions.

I tried my best to address students' perception on the role of collaborative learning for developing speaking skill with the help of 20 closed ended questions in this study. It was easier to find out the attitudes, knowledge and understanding of students towards collaborative learning, English curriculum, speaking skills, language skills and so on with these questions.

The analysis is presented in following table.

Table 1

Teachers' Use, Appropriateness, Help and Accurateness of Using Collaborative Learning approach

S.N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	Teachers' use of collaborative learning approach for developing speaking skill in ELT classroom	5	12.5	27	67.5	2	5	4	10	2	5
2.	It is appropriate to use collaborative learning approach for developing speaking skill in ELT classroom	20	50	4	10	7	17.5	3	7.5	6	15
3.	I think collaborative learning approach helps in developing speaking	23	57.5	2	5	11	27.5	2	5	2	5
4.	From the view of accuracy, collaborative learning is helpful	21	52.5	3	7.5	9	22.5	3	7.5	4	10

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D= Disagree

NO=No Opinion

Above mentioned table one shows the comparison among the students about the views on teacher's use of collaborative learning, appropriateness, benefits accuracy for developing students speaking skills in secondary level education. On the basis of participants' response, the table shows that a few students that is 12.5% strongly agreed that their teachers use collaborative learning approach for developing speaking skills in secondary level ELT class room. Likewise, 67.5% strongly

disagreed 5% agreed, 10 percent disagreed and 5% had no opinion. It makes clear that a large majority of students strongly disagreed on teacher's use of collaborative learning for developing speaking skills in the class room, while lowest percentage of students had no opinion on it. But few students agreed on teacher's use of collaborative learning in the class room for developing speaking skills. that their teachers did not apply collaborative learning approach in the classroom for developing students speaking skills. They are still using traditional methods in the class room. In this way, secondly; 50% of the students strongly agreed that collaborative learning approach is appropriate to develop students' speaking skills, while, 10% strongly disagreed, 17.5% agreed, 7.5 % disagreed, and 15% had no opinion. Thirdly, in statement three, out of 40 participants, 57.5% strongly agreed that collaborative learning approach helps in developing speaking skills, whereas; 5% strongly disagreed, 27.5% agreed, 5% disagreed, and 5% had no opinion. In statement four, from the view of accuracy, collaborative learning approach learning is highly helpful for 52.5%, however; for 7.5% it is hugely detrimental, for 22.5%, helpful, for 7.5% detrimental, and for 10%, it is neutral. It can be furthermore interpreted in the following pie chart.

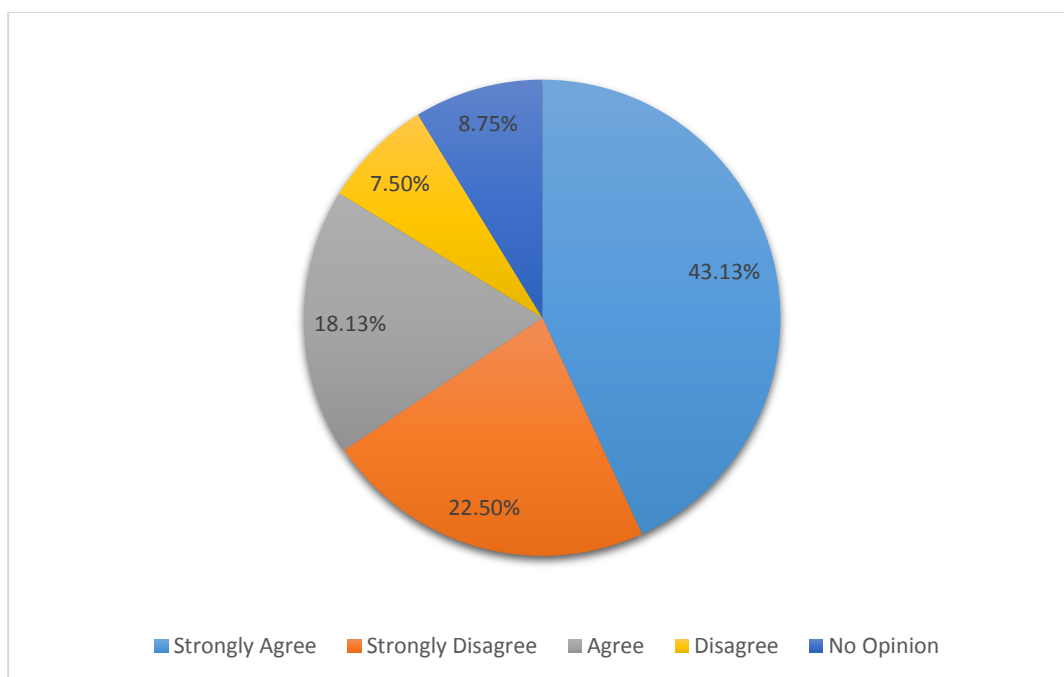


Figure 2

Appropriateness of using collaborative learning approach

Dealing on four statements such as teachers' use of collaborative learning approach for developing speaking skill in ELT classroom, appropriateness of using collaborative learning approach for developing speaking skill in ELT classroom, benefits and accuracy of collaborative learning for developing speaking skills for secondary level students in the class room, above mentioned pie chart in figure 2 on the whole depicts that among 40 students 43.13% strongly agreed, 22.50% strongly disagreed, 18.13% agreed, 7.50% disagreed and 8.75% had no opinion. The largest number of students strongly agreed and lowest number of students disagreed. Therefore, it is clear that class 9 students are on the favor of using collaborative learning approach for developing speaking skills in the class room.

Table 2

Frequency, Comfort and Detrimental Impacts of Collaborative Learning Approach

S.N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	I prefer more frequent collaborative learning	20	50	5	12.5	10	25	4	10	1	2.5
2.	The frequency of collaborative learning approach depends on the course type	6	15	12	35	8	20	10	20	4	10
3.	I feel comfortable while using collaborative learning approach	13	32.5	4	10	19	47.5	2	5	2	5
4.	The use of collaborative learning approach has detrimental impacts in developing speaking skill	4	10	23	57.5	3	7.5	8	20	2	5

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D=Disagree

NO=No Opinion

Table two deals with the percentage of students with their views on preference of collaborative learning approach, frequency of collaborative learning approach on the basis of course type, comfort while using collaborative learning approach and also its detrimental impacts for developing speaking skills in the class room of secondary level education. Based on 1st statement, 50% out of 40 students strongly agreed that they prefer collaborative learning approach, nonetheless; 12.5% strongly disagreed, 25% agreed, 10% disagreed, and finally 2.5% did not give any respond. On the basis of 2nd, among 40 students, 15% strongly agreed that the frequency of collaborative learning approach depends on the course type, while 35% strongly disagreed, 20% agreed, 20% disagreed, and 10% did not have any answer. In the 3rd statement, 32.5% strongly agreed that they feel comfortably while using collaborative learning approach, whereas; 10% strongly disagreed, 47.5% agreed, 5% disagreed, and 5% had no opinion. Out of 40 participants, 10% percent strongly agreed the use of collaborative learning approach has detrimental impact in developing speaking skills, nevertheless; 57.5 strongly disagreed, 7.5 agreed, 20% disagreed, and 5% had no opinion. Thus, highest percentage of students strongly agreed on the favour of frequent use of collaborative learning approach, while least percentage of students had no opinion on the same statement. It can be shown in the following bar graph.

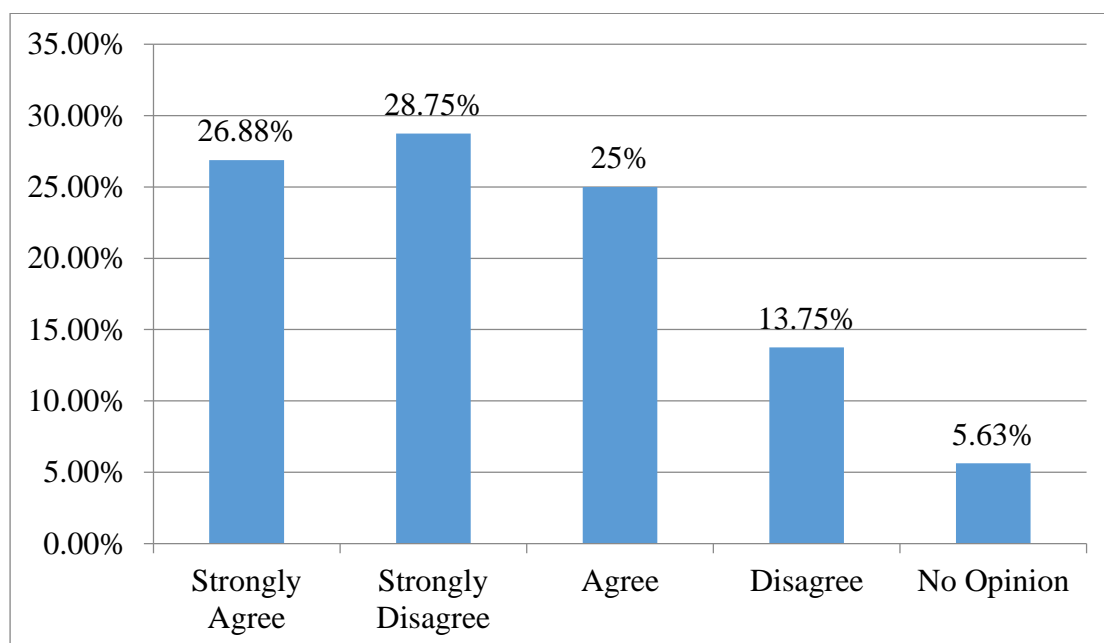


Figure 3

Frequency of collaborative learning approach

The stock chart in figure three on the whole compares percentage of how many class 9 students of Budhanilkantha Secondary School strongly agreed, strongly disagreed, agreed, disagreed, and had no opinion on the given questions about their preference, frequency, comfort and negative impacts of collaborative learning approach for developing speaking skills in the class room. Overall, 26.88% of total students strongly agreed, 28.75% strongly disagreed, 25% agreed, 13.5% disagreed and 5.63% were neutral. The data on the bar graph shows that largest percentage of students strongly disagreed on the detrimental impacts, while smallest percentage of students were neutral on preference, frequency and comfort of using collaborative learning approach for developing speaking skills in the class room. Thus, collaborative learning approach for developing speaking skills in the class room is highly demanding in this century of education system.

Table 3

Enhancement, Enjoyment and Positive Influence of Using Collaborative Learning Approach

S.N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	The use of collaborative learning approach enhances speaking skill	24	60	2	5	10	25	1	2.5	3	7.5
2.	I enjoy working in group	25	62.5	3	7.5	6	15	4	10	2	5
3.	Collaborative learning approach has positive influence in students	34	85	2	5	1	2.5	2	5	1	2.5

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D=Disagree

NO=No Opinion

Table three shows comparison dealing with students' responses on enhancement, enjoyment and positive influence of using collaborative learning approach for developing speaking skills. It depicts how many percentages of students strongly agreed, strongly disagreed, agreed, disagreed and remained silent on the given questions. In the first statement, 60% students strongly agreed that the use of collaborative learning approach enhances speaking skills, nonetheless; 5% strongly disagreed, 25% agreed, 2.5 disagreed, and 7.5% did not give any opinion. Secondly, out of total 40 participants, 62.5% strongly agreed that they enjoy working in group, 7.5% did not enjoy at all, 15 enjoyed, 10% did not enjoy, and 5% had no idea. Thirdly, 85% participants strongly agreed that collaborative learning approach has positive influence in students' skills, while; 5% strongly disagreed, 5% agreed, 2.5% agreed, 5% disagreed, and 2.5% had no opinion. The above mentioned data reveals that highest percentages of students strongly agreed, whereas lowest percentages of students were neutral on the positive influence of using collaborative learning approach for developing speaking skills in the class room. Talking about enhancement, enjoyment and positive influence of using collaborative learning approach for developing students' speaking skills it is furthermore presented on the following figure.

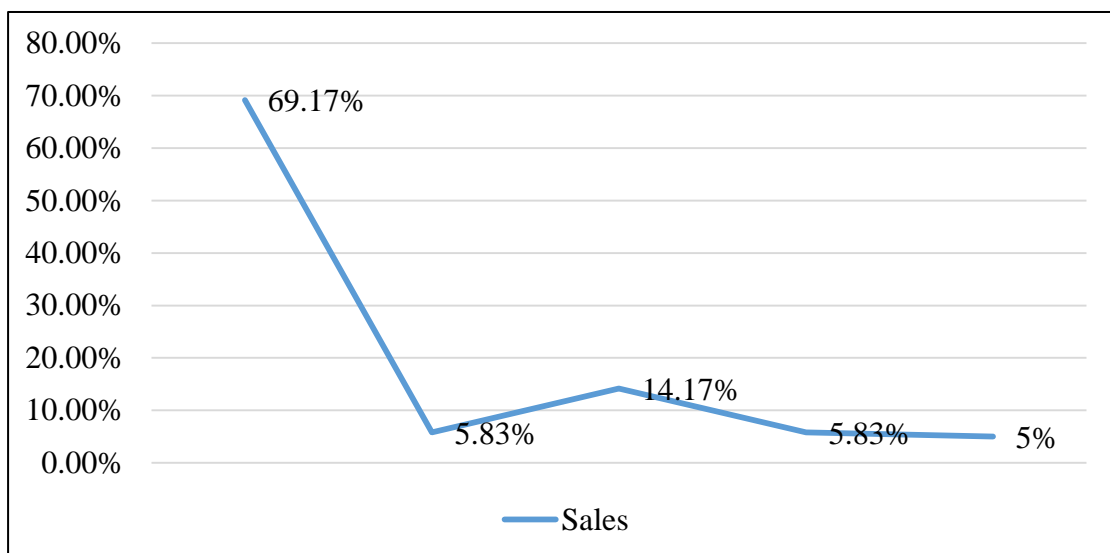


Figure 4

Influence of collaborative learning approach

The line graph in figure four compares the percentages of total participant's responses on the whole. Dealing with enhancement, enjoyment and positive influence

of using collaborative learning approach for developing speaking skills of class 9 students, 69.17% of students strongly agreed, 5.83% of students strongly disagreed, 14.17% agreed, 5.83% disagreed and 5% did not give any opinion. The data shows that most of the class 9 students strongly agreed, while least of the students had no opinion on enhancement, enjoyment and positive influence of using collaborative learning approach for developing speaking skills of class 9 students in secondary level education. Thus, the use of collaborative learning approach for developing speaking skills of students is highly important.

Table 4

Teachers' and Students Attitudes towards Use of Collaborative Learning Approach

S.N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	I have positive attitudes towards collaborative learning approach	27	67.5	1	2.5	3	7.5	4	10	5	12.5
2.	Teachers' attitudes towards collaborative learning approach is positive	6	15	4	10	5	12.5	4	10	21	52.5
3.	Developing speaking through collaborative learning approach is highly beneficial	30	75	3	7.5	4	10	2	5	1	2.5

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D=Disagree

NO=No Opinion

The above mentioned table four has comparison on how many percentages of respondents strongly agreed, strongly disagreed, agreed, disagreed and were neutral about both students' and teachers' attitudes and merits of using collaborative learning approach for developing speaking skills of class 9 students. Initially, data shows that

67.5% students strongly agreed that they had positive influence towards the use of collaborative learning, whereas; 2.5% strongly disagreed, 7.5% agreed, 10% disagreed, and 12.5% had no opinion. Secondly, only 15% students strongly agreed that their teacher has positive attitudes towards the use of collaborative learning, nevertheless; 10% strongly disagreed, 12.5% agreed, 10% disagreed, and 52.5% did not give any opinion. Thirdly, a large majority of students that is 75% strongly agreed that developing speaking through collaborative learning approach is highly beneficial, contrastingly, 7.5% strongly disagreed, 10% agreed, 5% disagreed, and 2.5% had no response on it. Therefore, it is clear that largest percentage of the students strongly agreed in developing speaking skill through collaborative learning approach, whereas least percentage of students had no idea on it. It is furthermore interpreted in the following diagram.

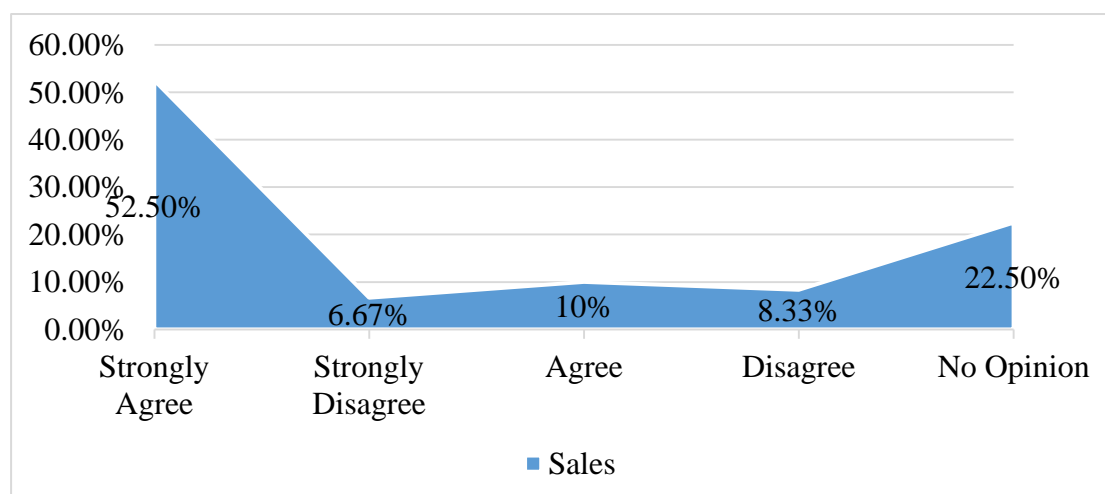


Figure 5

Attitudes towards the benefits of collaborative learning approach

The area chart in figure five on the whole presents a comparison among percentage of participants on the basis of their responses. Overall, dealing with the statements like students' attitudes, teachers' attitudes and benefits of using collaborative learning approach for developing speaking skills, the result shows that 52.50% of students strongly agreed, 6.67% of students strongly disagreed, 10% of students agreed, 8.33% of students disagreed, and 22.50% of students had no any opinion on it. The largest percentage of respondents strongly agreed, while least percent of the participants strongly disagreed dealing with the statements like students' attitudes, teachers' attitudes and merits of collaborative learning approach

for developing speaking skills of class 9 students in secondary level education. Therefore, collaborative learning approach is sharply rising in this era of education system throughout the world.

Table 5

Learning through Collaborative Learning Approach in Comparison to Individual Learning

S.N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	Group discussion helps students to be communicative	28	70	1	2.5	6	15	2	5	3	7.5
2.	Learning through collaborative learning is far better than individual learning	33	82.5	1	2.5	3	7.5	2	5	1	2.5
3.	Students feel easier through collaboration than separate	15	37.5	4	10	8	20	3	7.5	10	25

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D=Disagree

NO=No Opinion

Table five shows the comparison of percentage of students which was collected through close ended questionnaires. The data shows that a huge number of students that is 70% strongly agreed that group discussion helps students to be communicative, on the contrary; 2.5% strongly disagreed, 15% agreed, 5% disagreed, and 7.5% had no opinion. Furthermore, 82.5% participants strongly agreed that learning through collaborative learning approach is far better than individual learning; while 2.5% strongly disagreed, 7.5% agreed, 5% disagreed, and only 2.5% remained neutral. Next, 37.5 strongly agreed that learning through collaboration easier that

separation, 10% strongly disagreed, 20% agreed, 7.5% disagreed, and 25% remained silent.

In this way, result shows that highest percentage of respondents strongly agreed on learning through collaborative learning approach is far better than separate learning. To the contrary, lowest percentage of students strongly disagreed on the same statement. It is furthermore analyzed on the chart as below.

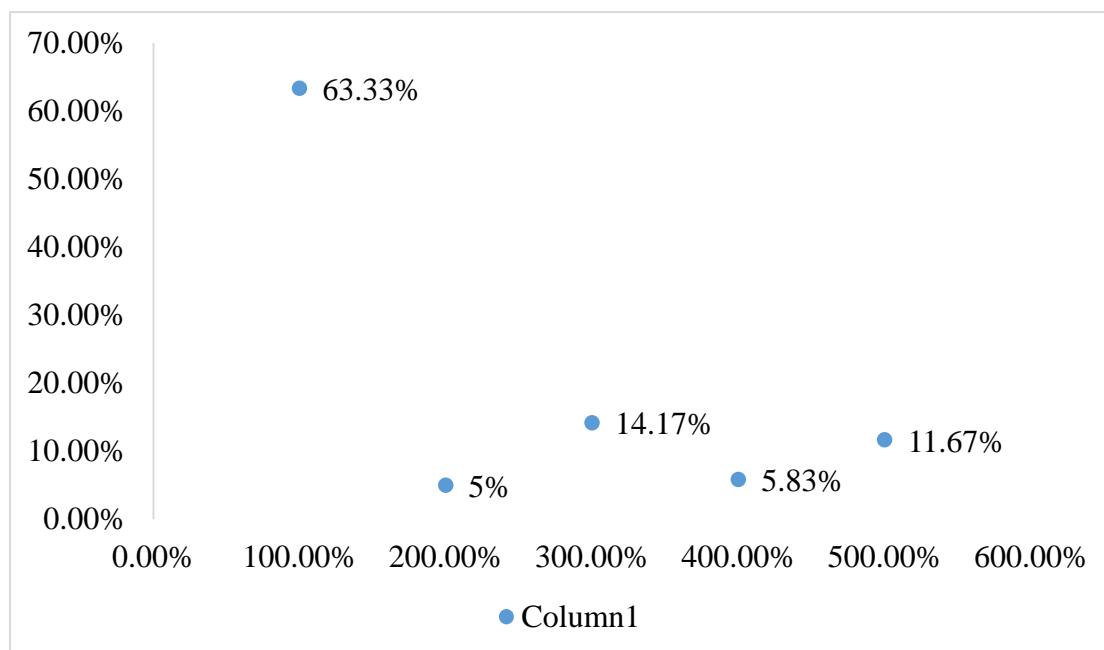


Figure 6

Collaborative learning versus individual learning

The above mentioned scatter chart in figure six compares the percentage of participants based on their views on group discussion and group learning compared with separate or individual learning while using collaborative learning approach for developing speaking skills. Overall, dealing with the given statements, 63.33% of the students strongly agreed, 5% of the students strongly disagreed, 14.17% agreed, 5.83% disagreed, and 11.67% of students did not give any response. From the result, it is clear that most of the students of class 9 strongly agreed, however least of the students strongly disagreed on the question about group discussion or learning compared to separate or let's say individual learning for developing speaking skills of the students. Thus, result proves that collaborative learning in this century is highly overwhelming for better learning inside or outside of class room.

Table 6

Students' Perception and Significance of Using Collaborative Learning Approach

S. N	Statements	Responses									
		SA		SD		A		D		NO	
		No	%	No	%	No	%	No	%	No	%
1.	Students perception on collaboration is positive	31	77.5	2	5	5	12.5	1	2.5	1	2.5
2.	More potent speaking skill can be provided through pair work	30	75	2	5	5	12.5	2	5	1	2.5
3.	Learning through collaboration is extremely important in developing speaking	28	70	3	7.5	4	10	4	10	1	2.5

SA=Strongly Agree

SD=Strongly Disagree

A=Agree

D=Disagree

NO=No Opinion

Dealing with the statements such as students perception on collaboration, supremacy of pair work and significance of collaborative learning approach, table six presents that out of total participants, 77.5% students strongly agreed on learning through co-ordination, 5% strongly disagreed, 12.5% agreed, 2.5% disagreed, 2.5% was neutral. Out of total number of participants, 75% participants strongly agreed that more potent speaking skills can be provided through collaborative learning approach, 5% strongly disagreed, 12.5% agreed, 5% disagreed, and 2.5% did not have opinion on it. Out of total participants, 70% students strongly agreed that learning through collaborative learning approach is extremely important in developing speaking, 7.5% strongly disagreed, 10% agreed, 10% disagreed, and only 2.5% was neutral. Therefore, talking about students' perception on collaborative learning approach, supremacy of pair work and significance of collaboration, it is clear that highest percentage of students strongly agreed that they perceive it for developing their

speaking skill positively, and least percentage of students were neutral on the same statements. It is furthermore presented on the following figure.

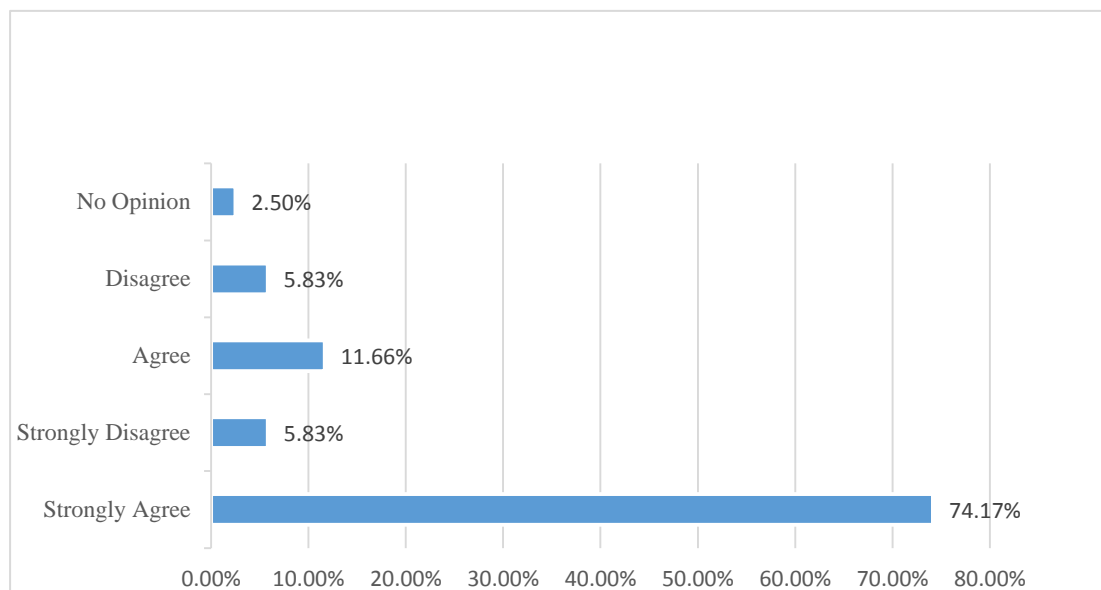


Figure 7

Significance of collaborative learning approach

The bar graph in figure seven has a comparison on the percentage of students dealing with the statements such as students perception on collaboration, supremacy of pair work and significance of collaborative learning approach. The finding on overall shows that 74.17% of the students strongly agreed, 5.83% of the students strongly disagreed, 11.66% agreed, 5.83% disagreed and 2.50% of the students had no any opinion. From the result, it is clear that largest percentage of the students strongly agreed, while least percentage of the students had no opinion on it. Thus, talking to students' perception on collaboration, supremacy of pair work and significance of collaborative learning approach for developing speaking skills of students, it is indispensable for learning in the schools.

Finally, from the overall analysis of those 20 close ended questions in tables and charts, it was found that although some students strongly disagreed, agreed or disagreed, most of the students were on favor, while least number of students had no opinion on the crucial role of collaborative learning approach in developing speaking skills. Thus, majority of them prefer to learn in more collaboration than individual.

Analysis of Data Collected Through Open Ended Questions

In order to find out the perceptions of students towards the role of collaborative learning for developing speaking skill, some open ended questions were constructed and administered to the selected sample. As the primary objective of the study was to identify the role of collaborative learning in developing speaking skill, with the help of seven specific questions, I tried to deal with the role of collaborative learning for developing speaking skill in ELT classroom.

Educational Approaches that the Teacher is Applying in ELT Classroom for Developing Speaking Skills

The first question from the questionnaire is discussed under this theme. The first statement considers the students' response on educational approaches that the teacher is applying in ELT classroom for developing speaking skill. The students opined that their teacher is applying old traditional methods namely lecture method, grammar translation method, direct method and so on.

Lecture method is most convenient and expensive method of teaching. It hardly requires the use of scientific apparatus, experiment, and aids materials except for the blackboard. Lecture method is teacher controlled and information-centred approach in which teacher works as a role resource in class room instruction. In this method, the only teacher does the talking and the students are the passive listeners. This creates dullness in the classrooms as the interaction between the pupil and teacher ceases to occur. The grammar translation method is a method of teaching foreign languages derived from the classical method of teaching Greek and Latin. In grammar translation classes, students learn grammatical rules and then apply those rules by translating sentences between the target language and the native language. Similarly, direct method is a method of teaching language directly establishing direct or immediate association between experience and expression, between the English word, phrase or idiom and its meaning through demonstration, dramatization without the use of the mother tongue.

Eventually, the traditional method of teaching is when a teacher directs students to learn through memorization and recitation techniques thereby not developing their critical thinking problem solving and decision making skills. Thus,

these all are the teacher-centred traditional method of teaching in which teachers are mostly active while students are passive.

Students' Perception on the Role of Collaborative Learning for Developing Speaking Skills in the ELT Classroom

One question from the questionnaire is discussed under this theme. As the role of collaborative learning approach is student-centered, a large majority of the students around 80 percent responded that they prefer this method. They can share their ideas in liberal environment. They opined this method as the most important and helpful. While applying this approach they can share their ideas and get feedback in a group which creates a kind of rapport among students and teachers.

In collaborative learning approach, students feel less stress, which creates relaxation in them. They can involve themselves in a naturally social act in which the participants talk among themselves. This approach actively engages to process and synthesize information and concepts, rather than using rote memorization of facts and figures. Students stated that they learn through interaction and communication with others. They have an opportunity to notice their strengths and weakness when their peers give them genuine feedback which help them to improve their weakness. Peers can comment them in grammar, vocabulary, accent, fluency, pronunciation and comprehension when they speak. The result showed that students perceived that collaborative learning approach helps them to reflect on the content and context of the tasks they had to carry out. In the form of group discussions, it encourages on creativity and critical thinking.

On the other hand, the result also showed that remaining a few percent of the students do not like collaborative learning approach because they are habituated to old traditional method of teaching-learning. They like teacher to explain everything. They are habituated mostly to lecture method of learning. Another reason why they are not a fan of this approach is due to their personality. They feel hesitate to involve in group for learning by conversation and participate in oral interaction. They feel less confidence to enjoy group or pair work. Due to the lack of practice, few learners find it problematic when teacher gives them work in a pair. As a result, their participation in groups or pairs is less effective because they do not have an idea to co-ordinate in groups which decreases their learning.

The Use of Collaborative Learning Approach in ELT Classroom Facilitates or it has negative impacts.

Collaborative learning is the process of two or more people working together to have a shared goal. The majority of the respondents about 80 percent viewed that the use of collaborative learning facilitates in a number of ways; however, around 15 percent participants viewed its detrimental effects on their learning, and nearly 5% percent had no opinion.

Collaborative learning as the newly emerging approach in the field of education has many social, psychological and academic benefits. It helps developing social support system for learners, building diversity understanding among students and teacher, establishing positive atmosphere for modelling and practicing co-operation and develop learning communities. Student-centered instruction increases student self-esteem, co-operation reduces anxiety, and develops positive attitudes towards teachers. It promotes critical thinking skills, involves students actively in the learning process, models appropriate problem solving techniques, and motivates students in specific curriculum so that results are improved.

Contrastingly, 10 percent of the students viewed the negative impacts of the use of collaborative learning approach. They responded that learners worry about making mistakes in class, feel afraid of criticizing and appear shy. Only one participant can talk at a time if he is to be heard; and in a large group this seems that each one will have only little talking time or not at all.

Students' Opinion towards the Role of Collaborative Learning in Developing Speaking Skill

More than 90 percent of the students opined that collaborative learning is highly important for developing speaking skill in ELT classroom. It makes students with different backgrounds, race, or upbringing, to work together. They are able to hear different opinions and learn more about different cultures. Collaborative learning methodology is deal for children that have difficulties in a social setting.

They come together in a setting that may be would not be possible if it were not for collaborative learning. In order to solve a project given problem, they need to communicate. Generally, pupils have different skills, passions, and knowledge. In a

small collaborative group, when a question is raised, different students can have different answers and they can learn new things from one another, but also understand different perspectives. In order to achieve a goal, students need to work together. They can work together without trusting each other but, for an effective collaboration and to reach common goal, it creates trust to one another.

The students, furthermore; responded that in a small pair setting; they have the opportunity to express their ideas. Being able to do so, and being heard can give the feeling of importance and value. The learning experience becomes more fun, and students are eager to learn more. As students work in team, they also receive more support, therefore gain more confidence. Collaborative learning can help shy students to express themselves more.

Students' Opinion towards Teachers' Role on the Use of Collaborative Learning Inside and Outside Classroom for Developing Speaking Skill

Though collaborative learning approach leads to noticeable progress in oral and verbal interaction, teachers are not too much familiar with this technique during their study or training. These teachers are affected by the experience of ELT at their schools and tertiary education. Owing to the collaborative learning technique, they are still practicing mostly traditional methods of teaching. However, teacher role towards collaborative learning approach is positive.

A huge number of students nearly 85 percent responded that the teacher sometimes involves them in pair work but the students do not take group work seriously. It is due to the reason that the teachers themselves are not competent for applying collaborative learning approach properly. Instead, result showed that their teacher encourages them to practice this newly emerging collaborative learning approach inside and outside classroom. Sometimes, the teacher involves them on prompt speed dividing in groups. The teacher provides them a topic in which they have to discuss to solve the problem. When student 'A' speaks, others are listeners. In this way they have to talk in their own turn.

In this way, the teacher also encourages students to work in group outside the classroom. He gives project work to do in small teams. The students have to discuss together at home and share ideas in the class with the students of other groups.

Students' Prediction about the Future Impact of Collaborative Learning for Developing Speaking in ELT Classroom

Participants' prediction about the future impact of collaborative learning approach for developing speaking skills varies to one another. Around 80 percent of total respondents responded the positive impact, 15 percent remained silent, while 5 percent showed negative impact on the future prediction of collaborative learning.

A large number of students predicted that the use of collaborative learning approach will develop higher level of critical thinking, self-management, oral, communication, and leadership skills. It promotes student-faculty interaction and familiarity, increases student retention, builds self-esteem, positive race relations, and, develops oral communication skills, social interaction skills. In the same way, these groups might include people of various personality types. By working together and sharing ideas, they can practice and develop social skills such as active listening, empathy and respect. Strong social skills help people form and maintain strong personal and professional relationships. Moving further, collaborative learning often brings together students of various backgrounds, beliefs, educational level and ages. They might present new ideas and perspectives that are unique to their culture or upbringing.

As a result, collaborative learning encourages open-mindedness and acceptance in the school. Instead, a little number of students said that collaborative learning approach demoralize introvert students. They feel hesitation to express their ideas, sentiment, emotion and feeling in front of others due to their shyness.

Finally, Collaborative learning approach depends on communicating effectively to complete a task. Participants use their verbal communication skills to share ideas, explain concepts and provide feedback in clear and concise ways. The more students practice their communication skills in these types of settings, the stronger they tend to become. Thus future impact of collaborative learning is widely positive.

Students' Suggestion for Using of Collaborative Learning for Developing Speaking in ELT Classroom.

Participants were asked to suggest about the use of collaborative learning for developing speaking. For majority of them, it is beneficial. They suggested that it brings their learning to actual level from real level.

Students suggested that collaborative learning approach should be focused inside and outside class for achieving shared goal. It increases the sheer amount of learner talk going on limited period of time and also lowers the inhibition of learners. It bases the activity on easy language. It makes a careful choice of topic. On the whole, clearer the purpose of the discussion, the more motivated participants, giving some instructions or training in discussion skills, and keeps students speaking in the target language.

Eventually, result showed that all the students agree on the effectiveness of collaborative learning techniques. The majority of the students consider this technique as useful in ELT classes for developing oral interaction. It makes students to be fluent and produce accurate utterance.

Discussions of Findings

This study was limited to the 40 secondary level students. Those students were selected from Budhanilkantha Secondary School, Budhanilkantha Municipality, Narayensthan, Kathmandu in order to find out their perceptions and practices on the role of collaborative learning for developing speaking skills. Hence, in order to collect the data for this study, close ended and open ended questionnaires were used as the research tools on the direct observation of the classroom.

The results of the study showed that the secondary level English teacher does not use collaborative learning approach sufficiently to develop students' speaking skill in the classroom. Around half of the students responded that the use of collaborative learning approach for developing speaking skill in the classroom is highly demanding. They opined that collaborative learning helps in their developing speaking from the view of their accuracy. Majority of the students stated that they prefer more frequent use of collaborative learning approach in the classroom. About

one third of the students said that they feel extremely comfortable while using collaborative learning.

Similarly, All the students posited that the use of collaborative has only positive impacts in developing speaking, enhancing group work which they enjoy. Their attitudes towards the use of collaborative learning is positive because developing speaking through this approach is beneficial which provides them an opportunity for communication with their friends. They feel easier in learning in group than individually. The students responded that the teacher uses mostly traditional methods of teaching like grammar translation method, direct method, lecture method and so on.

Moreover, the participants responded that collaborative learning enhances co-operation and provides an opportunity to share ideas and knowledge among one another. Collaborative learning helps to solve problem by discussing in the group. It plays the role of helping hand which makes easy to find out the solution. The students responded that the teacher does not encourage collaborative approach as he himself is not sufficiently conscious about the method. The students predict that collaborative learning approach makes students speak fluently in the future. The students suggested to apply collaborative approach in an excessive way to develop speaking skill in the ELT classroom.

On the basis of participants' response in open ended questionnaires, it was found that their teachers are still using traditional methods of teaching approach in the class rooms. It is more teacher-centered which makes students passive. They depend on their teachers. It kills students' creativity. Secondly, the study showed that the majority of the students prefer to learn in liberal and friendly environment. It depicts that collaborative learning is the best option for them as it is largely student-centered. They have enough time to talk in the class rooms. Thirdly, dealing with statement three, it was found on the students' response that a huge number of students strongly agree on that the use of collaborative learning approach facilitates on students' developing in speaking skills. Only a few number of participants who are introvert responded on the negative impact on it for their learning

Likewise, dealing with statement four, students viewed that the use of collaborative learning approach is part and parcel. It has pivotal role in developing

students' speaking skills in the ELT class rooms. Most of the students opined that it makes students with different backgrounds, race or upbringing, to work together. In collaborative learning, the learning experience becomes more fun, and students are eager to learn more. As the students work in team, they gain more support and confidence. In this way, dealing with the statement five, students' opinion towards role on the use of collaborative learning approach, the result showed that though their teachers are not sufficiently aware on collaborative learning, they motivate their students on it. The teachers sometimes involve them on group discussion in the classrooms, and encourage them to be involve in social events outside of the class rooms.

In addition, dealing with the statement six, students' response on future impact on collaborative learning approach for developing speaking skill varies to one another. Majority of the students predicted the positive impact on the use of collaborative learning approach. Contrastingly, a little number of students' negative impact, and also some students remained silent on it. They predict that it promotes student-faculty interaction and familiarity, increases higher level of critical thinking, and leadership. At last, dealing with statement seven, students suggest to apply more collaborative learning for developing speaking and other skills of language because it provides an opportunity to group involvement in learning.

Finally, most of the students responded positively on the role of collaborative learning for developing speaking skill in the ELT classroom. Majority of the participants responded that this teaching learning approach creates active friendly relationship which leads to solution to their problem among students and teacher. Therefore, only a few number of students showed the negative impact on its role for developing speaking skill in secondary level education.

Chapter V

Conclusions and Recommendations

This chapter deals with the overall summary of the study, conclusions of the study and implications of the study at policy level, practice level and further research.

Conclusions

The present study is related to the issue on the role of collaborative learning approach in developing speaking skills in secondary level education. Collaborative learning approach is newly emerged teaching-learning approach in the field of education. In collaborative learning approach, two or more students work together to achieve a shared goal. It brings change in the students' existing situations. To be specific, it plays a pivotal role in order to develop speaking abilities of the students. The main objective of the study was to find out students' perception on the role of collaborative learning in developing speaking. Survey research was the research design of the study. It was conducted in natural setting. Both primary and secondary sources of data were used to achieve these objectives. Primary sources of data were 40 students who were studying in class 9 in Budhanilkantha secondary school, Narayensthan, Kathmandu. Non-random sampling procedure was adopted. As a researcher, only one research tool, questionnaire was applied for data collection. Then, collected data were analyzed and interpreted from qualitative view point. The simple statistical tools like percentage were utilized. The major finding of the study is that most of the students were found to have positive attitude towards the use of collaborative learning approach in developing speaking in secondary level education.

This study has been summarized in five chapters. The first chapter deals with the introduction of the topic in which background of the study, statement of the problems, rationale of the study, objectives of the study, research questions, delimitations of the study and operational definitions of the key terms are included. The second chapter includes the review of both theoretical and empirical literature, along with the implication of the review for the study. It also includes conceptual framework. The third chapter deals with the methods and procedures of the study. It includes design and method of the study, research population, sample and sampling procedure, data collection tools and techniques, procedures for data collection, data analysis and interpretation procedure and ethical considerations. The fourth chapter

includes results and discussion of the study. Then fifth chapter summarizes the study and concludes results and findings. Moreover, the final chapter suggests some pedagogical implications based on policy level, practice level, and further study. This chapter is followed by references and appendices used for the study.

As a researcher, I realized that developing speaking skill is not a simple task; it is a challenging task. Due to the globalization of the world, the scope of English language has been rocketed. It has been titled as international lingua franca. It is spoken every neck and corner of the world. It is used everywhere; education, business, science, culture, agriculture, arts and so on. In this arena of 21st century, it is highly demanding task for learning English language as language is used for communication among human beings. Among four skills of language, speaking skill is more important for exchanging ideas, sharing feelings and encoding and decoding messages. As a matter of fact, English language learning has been expanded and innovated throughout the world with the application of communication day by day.

From the results and discussions, it can be concluded that most of the students were found to have largely positive attitudes towards the role of collaborative learning approach in developing students' speaking skills. A huge number of students were found to have positive perception on collaborative learning approach as the part of speaking skills. It encourages to speak students accurately, fluently and appropriately. Based on the collected data, teachers should be mostly conscious about using pair work, group work or team work as students' collaboration is highly important in developing speaking skills in ELT classrooms. Teachers should be hugely aware of the demand of the provision of collaborative learning approach while teaching in developing speaking skills in the ELT classrooms.

Finally, Students can discuss the texts freely in collaborative learning approach. When they find any kind of difficulties in comprehending new words, they have an opportunity to ask their friends and discuss together. Therefore, I came to the conclusion that two or more heads are better than single in developing speaking in ELT classrooms.

Recommendations

It will be indispensably useful for students in developing speaking with the right application of collaborative approach. It is not only applicable and beneficial for students, but also teachers, policy makers and researchers for their further research. The implications of this study can be discussed in three different levels.

Policy Level. Here, implications at policy level concern with the Government of Nepal, Ministry of Education (MOE), authority of district level and school and other concerning authorities who should be responsible for formulating policy for meaningful and purposive developing speaking with the help of collaborative learning approach. The concerned bodies should formulate with clear vision, planning, and policy of the relation between the speaking and collaborative learning approach.

- This study plays crucial role to dig out the problems and issues of speaking skill, collaborative learning approach and the relation between students and teachers.
- As it believes for the need of friendly environment in language learning with the application of collaborative learning approach, the concerned bodies should create favorable policy for learning.
- The government, curriculum or syllabus designers, methodologists, language teachers, and text book writers are humbly requested to follow, focus and explore collaborative learning activities or approach in process of developing speaking to the greater extent as much as possible.
- It can be part and parcel to formulate policies for creating students-friendly environment in the schools and society.
- The ELT personalities and other concerned agencies should encourage collaborative learning approach in the language classrooms to enhance speaking skill to the language learners.
- The concerned authorities should focus on collaboration among teachers and learners; and learners and learners.
- Eventually, the results of this suggest that the Government of Nepal, Ministry of Education (MOE), Schools and other concerned bodies should step their attempt on the role of collaborative learning approach in developing speaking.

Practice Level. Secondly, the implications of this research at practice level deals with day to day life or practical fields with the implementations Of curriculum at classrooms, colleges, institutions, and so on. The ELT practitioners such as, curriculum developers, linguists, textbook writers, material producers, language teachers, supervisors and other concerned agencies can utilize this study. The major implications of this study in practice level are as follows:

- Based on the analysis and interpretation of all the data, it was proved that collaborative learning approach seems to be highly fruitful and effective for the students in order to enhance speaking proficiency. Thus, collaborative learning approach should be applied in the ELT classroom by the teachers to develop students' speaking skill.
- The teachers should follow, focus and explore more collaborative learning approaches and let the students practice freely in various small groups under their guidance in language classes in order to develop their speaking.
- Collaborative learning approach is an effective technique for building rapport, developing confidence, co-operation, positive attitudes, decreasing unfair competition and shyness of the students. Hence, collaborative learning approach should be implemented by all the English language teachers.
- Collaborative learning approach makes students aware, alert, mindful and conscious in the classrooms, and builds up accuracy and fluency in speaking proficiency.
- It encourages students to be active participants in the classrooms, encourages to find out the problems and helps to solve the problems.
- It encourages teachers to be sincere with the needs and interests of the learners.
- It motivates the learners to bridge the gaps between teachers and learners and creates good favorable environment and relationships among teachers and learners.
- It provides pedagogical considerations and implications to the teachers for the enhancement and betterment in developing speaking of the students.
- Lastly, collaborative learning approach is part and parcel in developing speaking. Therefore, it should be given as the highest priority in this century.

Further Research. The current study which was carried out in a government aided school situated in Budhanilkantha Municipality, Narayensthan, Kathmandu. The result of the single study is insufficient to decide the effectiveness on the role of collaborative learning approach in developing speaking in all conditions. Thus, more experimental research, action research, and ethnographic researches can be carried out.

Other researches which help to develop speaking skills such as describing pictures, texts; and techniques like debate, dialogue, dramatization, role play and so on should be carried out.

- The researchers can conduct other research designs such as experimental research design, ethnographic research design, action research designs visiting other schools from different parts and corners of the country for developing speaking skills.
- The researchers can conduct research on the role of collaborative learning approach in other skills of language.
- The researchers can conduct research in developing students' speaking skills using other methods, approach and technique except collaborative learning approach.
- As this study gives ideas on how collaborative learning approach plays pivotal role for developing speaking, further researches can be carried out to dig out the ways of promoting speaking skills of learners.
- The further research should address relevance and role of collaborative learning approach.
- At last, this research is only limited to developing speaking. The findings may not be effective in developing other aspects and skills of language. Therefore, other researches are suggested to carry out.

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Appendix A
Questionnaires for the Participants

Dear Respondents,

As a student of M.Ed. Level in English Education, I am working on research project under the supervision of **Dr. Balmukunda Bhandari**, professor of the Department of English Education, T. U., Kirtipur, Kathmandu. The title of my research is “Collaborative Learning for Developing Speaking Skill of Secondary Level Students.

A questionnaire (Thurstone Scale) is presented to you under the assumption that practical experiences are the best clues in the implementation of a program. The fruitfulness of the study will depend on your unbiased and accurate responses. I assure that your response will be completely anonymous.

I would be grateful if you could return the questionnaire, presented here with duly filled in at your earliest convenience.

Researcher

Himan Rai

Mail Address: himansar632@gmail.com

Phone No.:9849217082

Name:

Name of School:

Date:

Level:

Please, carefully study the following questions and mark the tick (✓) to the best alternative that indicates your response

Questions for General Information

1. Does your teacher use collaborative learning for developing speaking skill in your ELT classroom?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion

2. Is it appropriate to use collaborative learning for developing speaking skill in ELT classroom?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
3. Do you think collaborative learning help in developing speaking?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
4. From the view of accuracy, do you think collaborative learning is helpful?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
5. Do you prefer more frequent collaborative learning?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
6. Do you think the frequency of collaborative learning depend on the course type?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion

7. Do you feel comfortable while using collaborative learning?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
8. Does the use of collaborative learning have negative impacts in developing speaking skill?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
9. Does the use of collaborative learning enhance your speaking skill?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
10. Do you enjoy working in group?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
11. Does collaborative learning have positive influence on students?
 - a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion

12. What is your attitude towards collaborative learning?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
13. What is the attitude of your teacher towards collaborative learning?
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
14. Developing speaking through collaborative learning is highly beneficial.
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
15. Group discussion helps students to be communicative.
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion
16. Learning through collaboration is far better than individual learning.
- a. Strongly Agree
 - b. Strongly Disagree
 - c. Agree
 - d. Disagree
 - e. No Opinion

17. Students feel easy to learn through collaboration than individually.
- Strongly Agree
 - Strongly Disagree
 - Agree
 - Disagree
 - No Opinion
18. Students perception on collaborative learning is positive.
- Strongly Agree
 - Strongly Disagree
 - Agree
 - Disagree
 - No Opinion
19. More potent speaking skill can be provided through collaborative learning.
- Strongly Agree
 - Strongly Disagree
 - Agree
 - Disagree
 - No Opinion
20. Learning through collaboration is extremely important in language learning specially in speaking.
- Strongly Agree
 - Strongly Disagree
 - Agree
 - Disagree
 - No Opinion

Appendix B

Questions for Specific Information

Some guiding subjective questions for data collection

1. What educational approaches does your teacher apply in the class room? List the names.

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2. Do you like the use of collaborative learning in the classroom? Why?

Yes

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No.....

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3. Does the use of collaborative learning in ELT classroom facilitate in learning or does it have negative impacts? How?

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4. What do you think about the role of collaborative learning in developing speaking?

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5. Does your teacher encourage you to do collaborative learning inside and outside the classroom for developing speaking? How?

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6. What may be predicted about the future impact of collaborative learning for developing speaking?

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7. What is your suggestion for using of collaborative learning for developing speaking in ELT classroom?

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Thank you very much for your valuable time and information.