

## MASTER'S THESIS

### Collaborative learning: its effects on students' perceptions of classroom English learning in a secondary school

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**COLLABORATIVE LEARNING:  
ITS EFFECTS ON STUDENTS' PERCEPTIONS OF  
CLASSROOM ENGLISH LEARNING  
IN A SECONDARY SCHOOL**

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## Abstract

Hong Kong secondary school students are generally described as reticent, passive and unmotivated in the language learning class. With a view to examining whether collaborative learning will lead to more active in-class participation, 133 students were surveyed. Among these, 39 students participated in collaborative learning. Comparisons between students' responses to a questionnaire were made to find out (a) whether collaborative learning will bring positive changes in students' perceptions of classroom English learning, and (b) whether students enjoy learning collaboratively. Findings in this study showed that after adopting collaborative learning in the language class, students had a more positive attitude towards speaking out in class and working in groups. Results also showed that students found the collaborative learning experience enjoyable. They were more motivated to learn the language and were more likely to perceive themselves as active agents in the learning process. This study shows that collaborative learning is an effective means to socialize students to participate actively in classroom language learning discourse.

## 摘要

香港中學生在英語課堂上，一般表現得沉默、被動和缺乏學習動機。爲了探討「合作學習」會否令學生在課堂上表現得更活躍和主動，本研究以問卷調查的方式收集了 133 位學生對「在課室中學習英語」的看法。在這 133 位同學當中，其後有 39 位以「合作學習」的學習模式上英語課。研究結果顯示，學生以「合作學習」的方式上英文課後，對在課堂上公開說英語及參與小組學習都有更正面的看法。本研究發現，學生喜歡「合作學習」的上課模式。這種模式能增強學生的學習動機，令他們更主動地學習英語和更主動地以英語溝通。

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