

Improvising Pronunciation and Vocabulary in ESL Speaking Skills Through Collaborative Learning Approach

Abhirame Ajanthan
J/Drieberg College
abhira88@gmail.com

Speaking is one of the primary skills to be enhanced as means of communication. In second language learning, it is regarded as one of the most difficult aspects of the learning process. Numerous approaches and methods are executed from time to time in second language learning. Collaborative Learning Approach (CLA) has become a twenty-first-century trend. This paper aims to investigate the effectiveness of CLA in ESL speaking skills. The sample of the present study consisted of forty students from Electrical Engineering Department at Sri Lanka Advanced Technological Institute (SLIATE), Jaffna. Fifteen Sinhala native and thirty-five Tamil native students were randomly chosen for this experiment. The hypothesis was centred on phonological and morphological impediments and the lack of opportunities in ESL speaking classes. To explore the findings, a mixed method study was employed by using pre-test, post-test, questionnaires, semi-structured interviews, and classroom observation. This article proposes CLA as one of the suitable solutions to solve the obstacles in pronunciation and vocabulary. The results of the study showed the highest improvement in the samples' pronunciation and a slight improvement in vocabulary. Accordingly, the implementation of CLA is one of the paradigms to optimize students' interaction, motivation, retention, participation, involvement, and self-esteem in speaking skills. Further, the findings show that this study has some implications for teachers and curriculum designers in introducing CLA in ESL pedagogy.

Keywords: Collaborative Learning Approach (CLA), English as a Second Language (ESL), Pronunciation, Speaking skill, Vocabulary