

Sudan University of Science & Technology

College of Graduate Studies

College of Languages - Department of English Language



Investigating the Importance of Collaborative Learning among Universities' Students in Acquiring English as a Foreign Language

A case study: second year students at English language Department, college of Languages (SUST)

تقصي أهمية التعلم التعاوني بين طلاب الجامعات في اكتساب الإنجليزية لغة أجنبية

A research submitted in partial fulfillment for the Requirement of M.A Degree in Applied linguistics

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إِسْتِهْلَالٌ

قال تعالى:

(وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ)

صدق الله العظيم

سورة المائدة الآية (2)

Dedication

This is to you:

- The candle that burns for the light my way
My beloved father
- The one that without her I will not be here
My mother,
- My sister and brothers

Acknowledgements

My sincere gratitude goes first to Allah for helping and guiding me to accomplish this work.

I have much pleasure to acknowledge my teacher and supervisor Dr: Abdarahman Abulgasim Salih, for the continuous support inspite of his responsibilities, for his patience, motivation and immense knowledge. I could not have imagined having a better advisor and monitor for M.A study.

My sincere gratitude goes to my parents, family and colleagues for their insightful comments and encouragement.

Abbreviations:

CL = Collaborative Learning

SCT = Socio Cultural Theory

SLA = Second Language Acquisition

ZPD = Zone of Proximal Development

SPSS= Statistical Package for Social Sciences

TAPPS= Think- Aloud Pair Problem Solving

SUST = Sudan University of Science &Technology

Abstract

This study attempts to investigate the importance of collaborative learning among universities' students in acquiring English as foreign language. The research is of a descriptive analytical nature, the researcher used a questionnaire to collect the data. Data has been processed statistically. The population of the study is the universities students of second year, English Language. The sample of the study was forty students at English Department, second year, at the College of Language, Sudan University of Science and Technology. The research reached into results which show that collaborative learning enhances students learning and achievement. The researcher recommends that Students should be aware of the importance of collaborative learning, also Collaborative learning should be encouraged to be used among universities students.

المستخلص

تهدف هذه الدراسة إلى تقصي أهمية التعلم التعاوني بين طلاب الجامعات في إكتساب الإنجليزية لغة أجنبية. انتهجت الدراسة المنهج الوصفي التحليلي لمعالجة البيانات، كما استخدم الباحث الإستبانة كأداة لجمع البيانات. تعتبر الجامعات السودانية هي مجتمع الدراسة، بينما تمثلت عينة الدراسة في 40 من طلاب قسم اللغة الإنجليزية/ المستوى الثانى/ كلية اللغات بجامعة السودان للعلوم و التكنولوجيا. توصلت الدراسة إلى نتائج أهمها: أن التعليم التعاوني يساعد الطلاب في دراستهم ويزيد من حصيلتهم اللغوية. يوصي الباحث بضرورة أن يدرك الطلاب أهمية التعليم التعاوني وكذلك أهمية تشجيع هذا النوع من التعليم.

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Chapter one

Introduction

Chapter one

Introduction

Background:

Collaborative learning requires working together towards a common goal. This type of learning has been called by various names: cooperative learning, collaborative learning, collective learning, learning, peer teaching, peer learning, or team learning. What they have in common is they all incorporate group work. However, collaboration is more than co-operation. Collaboration entails the whole process of learning this may include the student teaching one another, students teaching the teacher, and of course the teacher teaching the student, too more importantly, it means that students are responsible for one another's learning as well as their own and that reaching the goal implies that student have helped each other to understand and learn.

The basis of collaboration learning is constructivism: knowledge is constructed, and transformed by students. The learning process must be understood as something a learner does by activating already existent cognitive structures or by constructing new cognitive structures that accommodate new input. Learners do not receive knowledge from the teacher; teaching becomes a transaction between all the stakeholders in the learning process.

Collaboration can have powerful effects on student learning, particularly for low achieving students. However, a number of factors may moderate the impact of collaboration on student learning, including student characteristics, group composition, and task characteristics.

Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking.

According to Johnson and Johnson (1989):

‘There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals.’

Ohta, (1995) assume that collaborative talk provides more chance to produce language in a functional manner.

1-1: Statement of the problem:-

The need of noncompetitive collaborative group work is to be emphasized in many of the higher education institution particularly among university students.

There is absence of collaborative learning groups among universities students, and many of the students do not aware of this important phenomenon to improve their learning process.

Collaborative learning aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together.

The present research endeavors to investigate the importance of collaborative learning among university students in acquiring English as a foreign language.

1-2: objectives of the study:-

The aim of the current study is to explore the importance of collaborative learning among university students in acquiring English as a foreign language . It attempts to achieve the following objectives:-

1. Exploring the importance of collaborative learning among university students.
2. pointing out the collaborative learning techniques and structures.
3. Understanding the foundations of collaborative learning.

1-3: Questions of the study:-

The study will attempt to answer the following questions:-

1. What is the importance of collaborative learning among university students?

2. To what extent does social interaction in collaborative learning enhance students in the learning a foreign language?
3. What are the attitudes of students towards using collaborative learning?

1-4: Hypotheses:-

1. Collaborative learning promotes students' learning and achievement.
2. Collaborative learning has a pertinent to personal development in learning English as a foreign language.
3. Learners' attitudes towards using collaborative learning are expected to be positive.

1-5: Significance of the study:-

English language teachers and learners can use the findings of this study as a guide. No doubt that these findings will encourage teachers of the English language to use collaborative learning method in their classrooms.

1-6: Methodology:-

The method applied in this study is a descriptive analytical method. The data will be obtained by using a questionnaire at SUST college of Languages English Department for second- year students and use SPSS to analyze the collected data.

1-7: limits of the study:-

The study will be limited to students of second- year at Sudan University of Science and Technology College of Languages, Department of English Language.

The data will be collected by close ended questionnaire and analyzed by SPSS. The total population will cover some of students in second year _department of English Language (forty students (male and female) of 2015-2016 academic years).

1-9: Structure of the study:-

The research is divided into five chapters:

Chapter one presents brief background information, statement of the problem, objectives of the study, questions, hypotheses, significance, limits , methodology, definitions of the terms and structure of the study. Chapter two reviews the relevant literature along with some studies conducted and results obtained. Chapter three presents methodology of the research. It describes the subjects responding to the questionnaire, used to collect data, and procedures to obtain the data from the questionnaire. The chapter also explains how these tools are handled and processed to qualify the validity and reliability of the research. Chapter four analyzes and discusses the data obtained by research tools. Chapter five sums up the findings that the researcher has reached, and it forwards some recommendations and suggestions for further researches in the field.

Chapter two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2-0: Introduction:-

Collaborative learning is broadly defined as “a situation in which two or more people learn or attempt to learn something together”, and or more specifically as joint problem solving Dillenbourg, (1999, p.1). Roschelle and Teasley define collaboration more specifically as “mutual engagement of participants in coordinated effort to solve problem together”, as cited in Dillenbourg et al,(1996,p.2).

Roschelle, (1992)frames collaboration as an exercise in convergence or construction of shared meanings and notes that research on conversational analysis has identified features’ of interactions that enable participants to reach convergence through the constructions , monitoring, and repairing of shared knowledge.

Roschelle and Teasley, (1995) define collaboration as “coordinate, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem” (p.70).

Although there has been an emphasis on collaboration for the past fifty years. There is a lack of consensus as its definition and a limited understanding of the process of collaboration. Attributes of the phenomenon include:

Reciprocity, Crow (1998); congeniality anger, (1993); partnerships Austin, (2006); interaction between equal parties Friend and Cook, (2000,p.6);cooperation Fitzgibons, (2000); information sharing ,shared vision Vygotsky, (1962) joint negotiation of common ground(Olson and Olson n.d.,18).

Kukulska_Hulme,(2004)explain that collaboration is a “philosophy of interaction“. A definition proposed by shrage, (1990) is : collaboration is the process of shared creation :two or more individual with complementary skills interacting to create a shared understanding that none had previously possessed or could have come to on their own.

Collaboration creates a shared meaning about a process, a product or an event. In this sense, there is nothing routine about it. Something is there that wasn't there before. Collaboration can occur by a. mail, over the phone lines, and in person. But the true medium of collaboration is other people. Real innovation comes from the social matrix... [And] is a relationship with a dynamic fundamentally different from ordinary communication (40_41).

Collaboration was regarded as a way of changing instruction in order to have a positive effect on student learning outcomes, such as higher standardized test scores Lance, Rodney, and Hamilton_Pennell (2001).

2-1:- Foundation of Collaborative Learning: Theoretical Supports:-

This section presents the supporting theories of CL from Vygotsky's social constructivist theory of mind, second language acquisition (henceforth SLA), and learning motivation. These theories explain the theoretical and conceptual foundations of CL, which have steered this study given that it focuses not only on individual learner's cognitive development, but on the overall development of learners as well.

2-1-1: Vygotskian perspective:-

The concept of CL is largely rooted in Vygotsky's sociocultural theory (SCT) which views learning as inherently a social process activated through the Zone of Proximal Development (ZPD) Dillenbourg, (1999). Vygotsky's sociocultural constructivist epistemology and highlight how learning is mediated in accordance with context and experience with peers. This view illuminates the causal relationship between social interaction and individual cognitive development. Learning, from the sociocultural perspective, is essentially a social term rather than individual in nature, where interaction constitutes the learning process Lantolf and Thorne, (2006). Social interaction is viewed as a prerequisite for the growth and development of cognition, and the physical and symbolic tools that mediate human interaction cannot be separated from the social milieu in which it is carried out Wertsch (1993). In other words, mental functions are intertwined with socioculturally determined factors.

Vygotsky, (1978) then based his paradigm on CL, claiming that working with a more capable person is pertinent to personal development. Vygotsky focused on the individual powerfully rooted in a CL context and famously made the following observations: learning is first mediated on a social level between a child and other people in his or her environment, and then is internalized by the child on an individual level. Secondly, learning on the social level often involves mentoring provided by more knowledgeable persons, either by adults or peers, who engage in activity with less experienced persons in a process of guidance or collaboration. In order for level, language serves as a psychological tool to regulate objects, others, and oneself in organizing functions that are critical to mental activity.

CL in the Vygotskian tradition aims at social interaction either among students or between students and essentially assists students in advancing through the Zone of proximal development (ZPD), which he defined as: “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers Vygotsky, (1978, p.86).

This definition indicates that an individual has two levels of development. The actual development refers to already – attained mental functions. At the actual level, the individual works independently without help. In contrast, the potential level of development refers to the functions that the individual is not able to perform independently. When the individual works collaboratively with more capable peers, the potential level of development will be increased. One’s ability to perform cognitive tasks independently is premised on the prior social process, as this is regarded as the basic tenet of socioculturalism in which learning is situated within a given context and is influenced by the social and cultural activities one has experienced.

Based on these discussions, CL by nature creates opportunities to develop students’ cognition by activity communicating with more proficient peers and thereby expanding conceptual potential. Thus, within ZPD, more capable students can provide peers with new ideas and thereby establish a mutually beneficial social

process of learning. Peers scaffolding also serves as a mediating tool to promote learners ZPD and it has a valuable role to play in language learning situations.

2-2-1: SLA perspective:-

In SLA, perhaps the best-known perspectives for looking at CL stemmed from Krashen's, (1985) Input Hypothesis. Output Hypothesis, both of which provided rationales for why L2 learners achieved better linguistic competence. The input hypothesis posited that SLA is driven by comprehensible input Krashen, (1985). In other words, the development of a second language depends on the amount of comprehensible input that one receives. This implies that people acquire language when they understand what they have heard or read. In contrast, if the input is above the current level of L2 proficiency, and is thus not comprehensible, the input would not contribute to L2 learning. The output hypothesis, however, claimed that while comprehensible input is necessary for learning, learners also need opportunities to speak and produce output in order to restructure their interlanguage grammar Swain,(2000). When students are asked to clarify their output, they reprocess and modify their interlanguage utterance, which lead to the development of L2 Pica, (1994).

During CL, the exchange of ideas makes the negotiation of meaning possible. Through this process, students have the opportunities to both receive and produce output. CL makes the input possible as the linguistic level of members in CL groups may be more or less at the same level. In a similar vein, Ghaith and Yaghi, (1998) also found that CL enriches the language classroom with comprehensible input as well as promoting frequent and communicative classroom talk in a supportive environment.

Long's interaction hypothesis, (1996) built on the importance of comprehensible input to L2 learning, and highlighted the role of social interaction in promoting the amount of comprehensible input that students receive Krashen,(1981) this type of interaction includes learners seeking confirmation and clarification when they do not understand the input.

CL has the potential to move students away from their dependence on their teachers and extend their learning on their own Johnson and Johnson, (1989).

2-2-2: Motivational Perspective:-

Research in academic setting has indicated that many difficulties faced by L2 learners in various learning context and situations are related to non_cognitive aspects. Learning does not only involve cognitive skills but also includes aspects of how they feel about learning Cantwell and Andrews,(2002). In the field of L2 or foreign language learning, motivation has been considered as an important factor that determines L2 achievement and attainment. It serves as a driving force to generate learning at the start, and later as a sustaining impetus while in the long tedious process of learning a target language.

Motivational theorists consider that the inherent structure of CL creates a situation in which members in the groups are able to attain personal learning objectives if the co_constructive learning is successful.

Another theory related to the motivational perspectives on CL is the social interdependence theory. Unlike the idea from motivational theorists that students' collaboration is due to the incentive structures, social interdependence theorists emphasize that the reasons for peer assistance is because of the care of the other members in the group. This perspective postulates that the effects of CL are strongly mediated by the cohesiveness of the group, which, according to Clement et al, (1994), is a significant component of L2 motivation. Group cohesiveness is an index of the level of group development, and it determines peer interaction, which in turn determines the learning outcomes. Slavin,(1995) further indicates that cohesive groups are more productive than non_cohesive ones. In other words, positive interdependence resulted in promotive interaction encouraged and facilitated one another's efforts. The more time members of group spend together, the higher inter_member acceptance and collaboration become Slavin,(1995).Dornyei,(1997) therefore views CL as an effective way of creating a cohesive group for the following reasons. It recognizes the importance of teambuilding and contains regular self. Evaluation and the emerging cohesiveness in CL classrooms is also a function of the special dynamics of the CL process. Furthermore, are able to control and organize their learning.

The motivationalists base their claim on extrinsic motivation, whereas the stance of social cohesion theorists rests on intrinsic motivation. However, both

perspective combined, as Dornyei, (1997) suggests, generate a powerful motivational system considered to be particularly fostered by CL, which includes high incentive and high expectations of success as well as intrinsic and extrinsic motivation.

2-3: Characteristic of collaborative learning:-

Jacob et al, (1996) claim that group presents a precondition for CL, and is the word that should be emphasized, being the fundamental structure in which learner work and learn. Johnson and Johnson, (1989) highlight the goal structure of CL, which helps to give an understanding of how it works differently from traditional learning. According to Johnson and Johnson, (1989), the goal structure refers to the type of interdependence amongst students as they strive to achieve learning goals, and can be classified into three categories:

1. In a collaborative goal structure, an individual is able to achieve learning goal when their peers also achieve theirs.
2. In a competitive goal structure, an individual student achieve while others do not.
3. In the individualistic structure, no interrelation between the goal attainments of the different students involved, indicating that one's success is independent from that of others.

2-4: The benefits of collaborative learning:-

Generally, collaborative learning was found among universities students to:

2-4-1: Provide more language practice opportunities:-

This perspective is highly supported by the traditional method as a means to maximize students, language practice opportunities, as students work together to fulfill a common goal by using the basic language skills Long and porter, (1985) claim that on principal case of students low achievement of many L2 learners is simply due to the inadequate time they have to practice the language. Correspond to the early finding, claiming that the situation is more serious in large EFL classroom in China when there is an urgent need for students to develop their oral skills. CL, therefore, helps to increase the total individual language practice time by arranging students into small groups where more time can be allocated and more turn of conversation can be realized.

2-4-2: Improve the Quality of Students Talk:-

Ohta, (1995) assume that collaborative talk provides more chance to produce language in a functional manner. CL can be employed to create a social setting that mimics real-life in the way that language is used. It helps students produce not only in terms of the quantity, but also the quality of speech by engaging themselves in requesting, clarifying, and negotiating conversation during CL. In addition, in a CL directed learning context, the adjustment of language occurs as students need to make themselves understood Long and Porter, (1985). This implies that students speak in different ways to ensure that their peers listen and are able to comprehend ideas from various sources, which encourage students to speak more accurately and use appropriate language.

2-4-3: Create a Positive Learning climate:-

According to Barfield, (2003), language learning is an emotional and psychological experience to some extent. Lack of self-confidence will affect students learning, “a public arena of language is an unsupportive and stressful environment”. It seems that the traditional competitive structure of the classroom makes students fearful of making mistakes and they are “vulnerable to what they may perceive as criticism and rejection” Brown (1994, p.174). However this is not the case in CL, as it offers learners a much closer and more comfortable feeling without being watched by the whole class or the teacher. It frees the learners from “requirement for accuracy at all costs” and facilitates students “entry into the richer and more accommodating set of relationships in small group interaction, in which a more comfortable and safe environment can be therefore created”(Long and Porter 1985,p.212).Students engaged in CL activities are able to exchange diverse opinion due to the low- anxiety situation and this lead to more effective learning.

2-4-4: Promote Social Interaction:

Brown (1994, p.159) asserts that “the best way to learn to interact is through interaction itself”. CL provides learners with a stage to interact with their peers in a psychologically comfortable and secure situation. In addition, students are able to develop their cognitive learning and interactive skills. In the process of completing the CL tasks, learners are exposed to new ideas and information from different perspectives and approaches through discussing, questioning, and organizing

processes, which in turn facilitates student's comprehension and internalization of critical concepts. Their linguistic competence and communicative skills will be improved as well.

2-4-5: Allow for critical thinking:

Participating in CL makes students more critical in their thinking Gokhale, (1995). In Gokhale's, (1995) investigation of the effectiveness of individual versus collaborative learning in enhancing drill- practice skills and critical- thinking skills, the result reveal that students engaging in CL performed significantly better compared with those who studied individually . This is because CL encourages critical thinking through the problem-solving process. In other words, CL fosters the development of critical thinking skills through discussion, clarification and the evaluations of peers' opinions.

However, there are still other additional benefits supportive to CL, such as fostering learner's responsibility and independence. Ellis, (2003) suggests that, by working with a wide range of peers, social and cognitive skills can be acquired and these skills will in turn assist students in performing individual tasks. Studies have also indicated that there are beneficial effects on students intrinsic motivation Long and Porter, (1985) CL also enhances students performance Cantwell and Andrews, (2002) and promotes lifelong learning skills . In addition to these, it increase learners self confidence. CL helps students build greater confidence and self esteem than will occur in a competitive learning classroom and this will lead to increased efforts in language learning and greater willingness to task risks in learning. Many researchers have reported that students working in small groups tend to learn more of what is being taught. Moreover, they retain the information longer and also appear more satisfied with their classes.

2-5: Examples of Collaborative Learning Techniques:-

According to Cerbin (April 23/2010) there are some examples of Collaborative Learning Techniques

2-5-0: Think –pair – Share:-

The Learning activity involves explaining answer / an idea to another student the instructor poses a question to the class. A student writes a response and then

shares it with a student nearby. Students clarify their position and discuss points of agreement and disagreement. The instructor can use several answer to illustrate important points or facilitate a whole class discussion.

Why use it?

1. Keep students engaged in large class.
2. Prime students for whole class discussion.
3. Target key concepts for review.
4. Enhance students – Meta cognition they become more aware of gaps in their thinking.
5. Student responses are feedback to the instructor about how they are making sense of the material.

2-5-1: Reciprocal Teaching:-

The learning activity Involves students jointly read a text or work on a task. Students take turns being the teacher for a segment the text or task. In their teaching role students lead the discussion, summarize material.

Why use it?

1. To improve students ability to do specific intellectual activities such as reading primary sources interpreting graphs, analyzing art work.
2. Role of teaching puts students in position of monitoring their comprehension and re-organizing the material.
3. Exposes student to other ways to interpret the material

2-5-2: Think - Aloud pair problem solving (TAPPS):-

The learning activity involves problems students work in pairs and alternate roles. For each problem one is the solver while the other is the listener. The solver thinks aloud. Narrate his or her reasoning process_ while solving the problem. The listener prompts the solver to keep talking and asks for clarification but does not intervene to help.

Why use it?

1. Emphasizes process rather than product.
2. Students can practice formulating ideas, rehearse routine skills, attend to sequence, and identify gaps and errors in understanding.
3. Instructors can observe students reasoning process.

2- 5-3: Group Grid:-

The learning activity involves analyzing, classifying and organizing subject matter. The instructor creates a grid or matrix based on several categories or criteria. Students use the grid to classify course concepts. After groups complete their grids the instructor shows the correct version. Students compare their work, ask questions revise their ideas.

Why use it?

1. To help students process and re-organize information.
2. Useful when students are trying to absorb a lot of information. Analyzing and re-organizing the material is better than simply re-reading it.

2-6: Collaborative learning structures:-

Structures adopted	Brief description	Academic and social function
Concept development		
Three-step-interview	Students interview each other in the group, first one-way, and then the other. Each shares the information they learned in the interview.	Sharing and getting acquainted with peers, enhancing participation, developing listening, speaking and communicative skills.
Multifunctional		
Co-op Co-op	Students work in groups to produce a particular CL product to share with the whole class, each makes contribution to the completion of the task.	Learning and sharing complex materials(multiple sources), developing analysis, synthesis, conflict resolution and presentation skills.
Communication		
Match mine	Students attempt to match the arrangements from two columns with one student reads the items and other others respond, using oral communication only.	Vocabulary development role talking ability, communication skills.

Mastery of knowledge		
Role –talking	Each student performs a role in a situational context and makes dialog with peers.	Developing listening, speaking, communication skills and memorizing facts.
Finding differences and making comparisons	Students compare and contrast the similarities and differences based on the understanding of and familiarity with the topic provided.	Understanding and differentiating ideas and concepts; developing analysis and synthesis skills; enhancing skills in making suggestions.

2-7: previous study:-

The research title is (COLLABORATIVE LEARNING ENHANCES CRITICAL THINKING) by Gohale.A, for the academic year 1995. The present research was designed to study the effectiveness of collaborative learning as it relates to learning outcomes at the college level, for student at college of technology. This study examined the effectiveness of individual learning versus collaborative learning in enhancing drill- and practice skills and critical. Gohale's study relied on many research instruments in order to test the validity of his hypotheses and to collect reliable data. Henceforth, the outcomes of this study show that, it was found that students who participated in collaborative learning had performed significantly better in the critical thinking test than students who studied individually. It was also found that both groups did equally well on the drill- and practice test. The difference between Gohale study and the current study as what are mentioned below:

Firstly, Gohale study was on undergraduate students at college of Industrial Technology, enrolled at Western Illinois University, Macomb Illinois, while the current study focuses only on the English language students. Secondly, Gohale's study focuses on two topic drill- and practice skills and critical thinking skills, whereas the current study has no specific topic. Gohale's study is an experimental study, while the current study is descriptive analytical study.

Summary:

This chapter provided the basic theoretical framework about collaborative learning, and it focused more precisely on, the subject of this study. It also reviewed related previous study and showed how they related to the present study.

Chapter Three

Methodology

Chapter Three

Methodology

Introduction:-

This chapter provides a description of the research methodology. It gives a full description of a research tool, which used to collect the data besides the subject, instrument validity and reliability finally the procedure followed to collect the data.

3-0: Subject:-

The sample of this study is the second-year students of Sudan University of Science and Technology College of Languages, Department of English Language. They are forty students.

3-1: Method:-

The descriptive analytical method is used, to analyze the existed phenomena via finding out and getting information about the issue in question. The study is quantitative because all the data collected were turn into numerical data prior to the process of analysis.

3-2: Research tool: A questionnaire:-

The researcher has used a questionnaire given to the students who studied at Sudan University of Science and Technology. The questionnaire, as a data collecting tool, was basically intended to furnish the thesis with factual information.

3-2-0: Students Questionnaire:-

This questionnaire consists of two parts: part A is meant to collect personal information about students. It comprises his/her name and gender. In part B, the participants are asked to give their response to 1-11 statements by ticking the right box in front of each one. The likert scale is used, which gives five options ranging from “strongly agree” to “strongly disagree”.

3-3: Validity and Reliability of the Questionnaire:-

Apparent Reliability and Validity:-

In order to check the apparent validity of the tool of the present study and validation of its statements according to the formulation and explanation, the research showed the tool to the experts whom are specialists in the study field. Some of the experts make some suggestions and others were agreed that the questionnaire is suitable. In any way, the researcher studied all suggestions and took their advice in consideration.

The reliability of any test is meant to obtain the same result if the same measurement is used more than one time under the same. For reliability the researcher used the alpha equation to measure it. It is (0, 77%).

3-4: Procedure:-

The researcher distributed copies of questionnaire to the participant in hand to look over the statements, and then gave them enough time to fill. The researcher told the participants that information is only for the present study, and then she collected the questionnaire to be ready for analysis and discussion.

Chapter Four

Data Analysis and Discussion of Results

Chapter Four

Data Analysis and Discussion of Results

Introduction:-

This chapter presents and analyzes the data collected through the questionnaire. The results will be used to provide answers to the research questions.

Using collaborative learning promotes
Students learning and achievement

Table (4-1)

	Frequency	Percent
Strongly disagree	2	5.0
Disagree	5	12.5
Neutral	3	7.5
Agree	18	45.0
Strongly agree	12	30.0
Total	40	%100

From the table above and graph below its noted that the most of students agree that the using collaborative learning promotes students learning and achievement with 45% , 30% from them strongly agree, 12.5%of them disagree ,7.5% neutral and 5%strongly disagree that the collaborative learning promote the students learning and achievement.

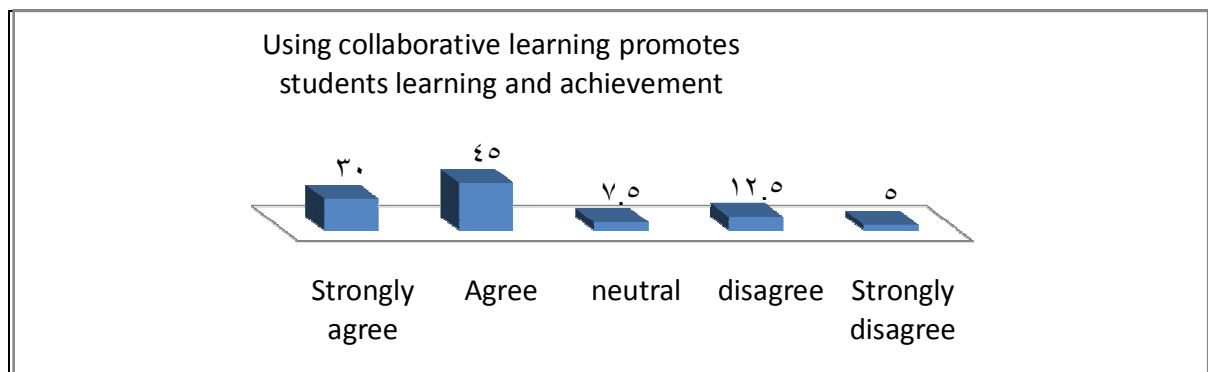


Figure (4-1):

Students learn best when they work collaboratively.
With other students on a course assignment.

Table (4-2)

	Frequency	Percent
Strongly disagree	3	7.5
Disagree	2	5.0
Neutral	2	5.0
Agree	15	37.5
Strongly agree	18	45.0
Total	40	%100

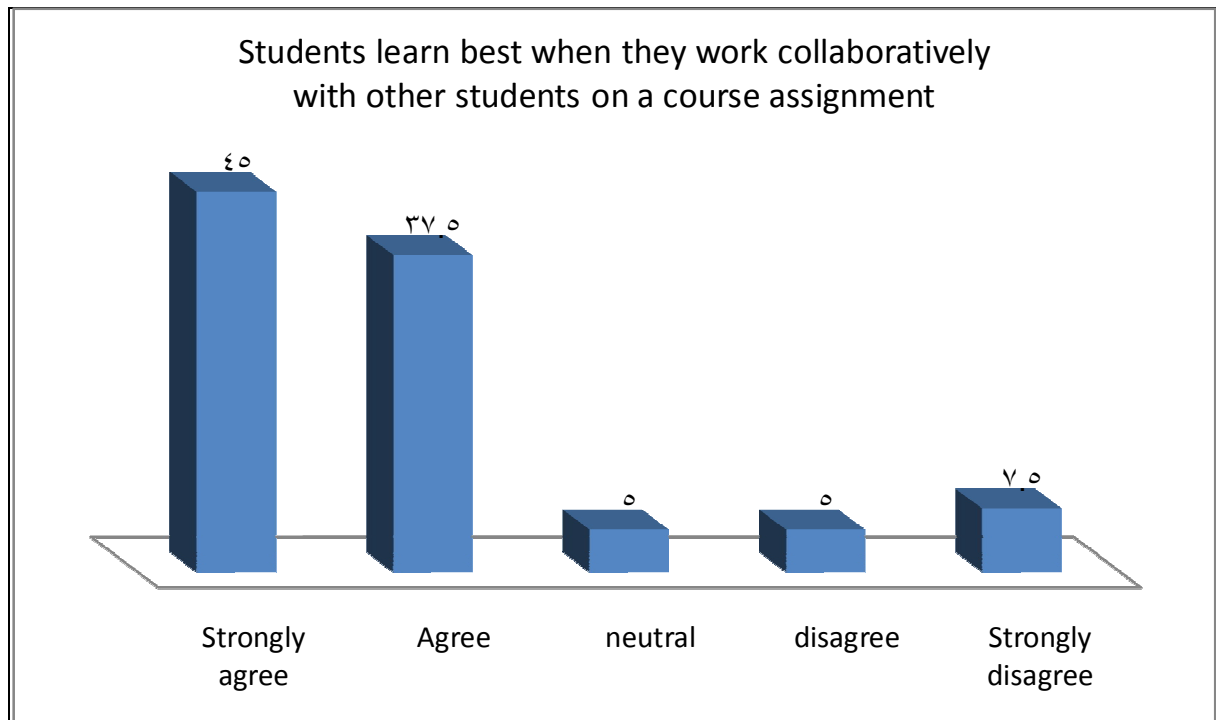


Figure (4-2)

The above graph shows that about 45% of students strongly agree, 37% agree, 5% neutral, 5% disagree and 7.5% strongly disagree that students learn best when they work collaboratively with other students on a course assignment.

By using collaborative learning students, at the end of the course, achieve high degrees

Table (4-3)

	Frequency	Percent
Strongly disagree	4	10.0
Disagree	7	17.5
Neutral	6	15.0
Agree	10	25.0
Strongly agree	13	32.5
Total	40	%100

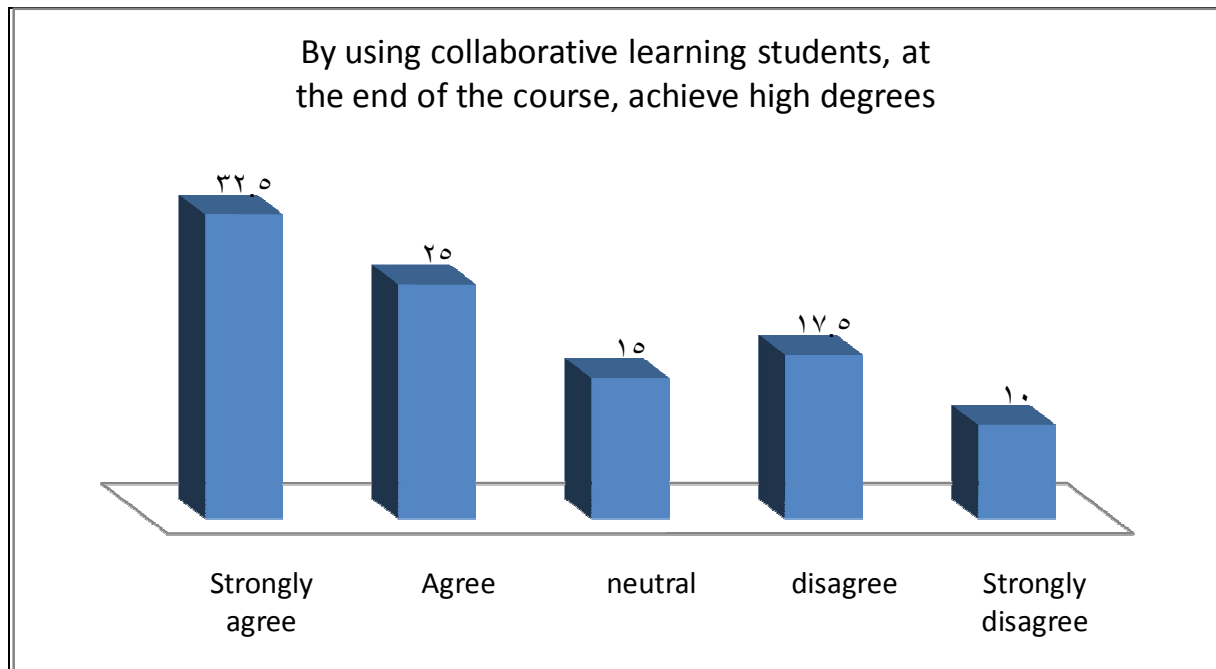


Figure (4-3)

The above figure and table indicate that students choices are as follows 32.5 %strongly agree, 25% agree, 15%neutral, 17.5%disagree,while 10%strongly disagree that by using collaborative learning students, at the end of the course, achieve high degrees.

Collaborative learning establishes a mutually
Beneficial social process of learning

Table (4-4)

	Frequency	Percent
Strongly disagree	1	2.5
Disagree	3	7.5
Neutral	9	22.5
Agree	17	42.5
Strongly agree	10	25.0
Total	40	%100

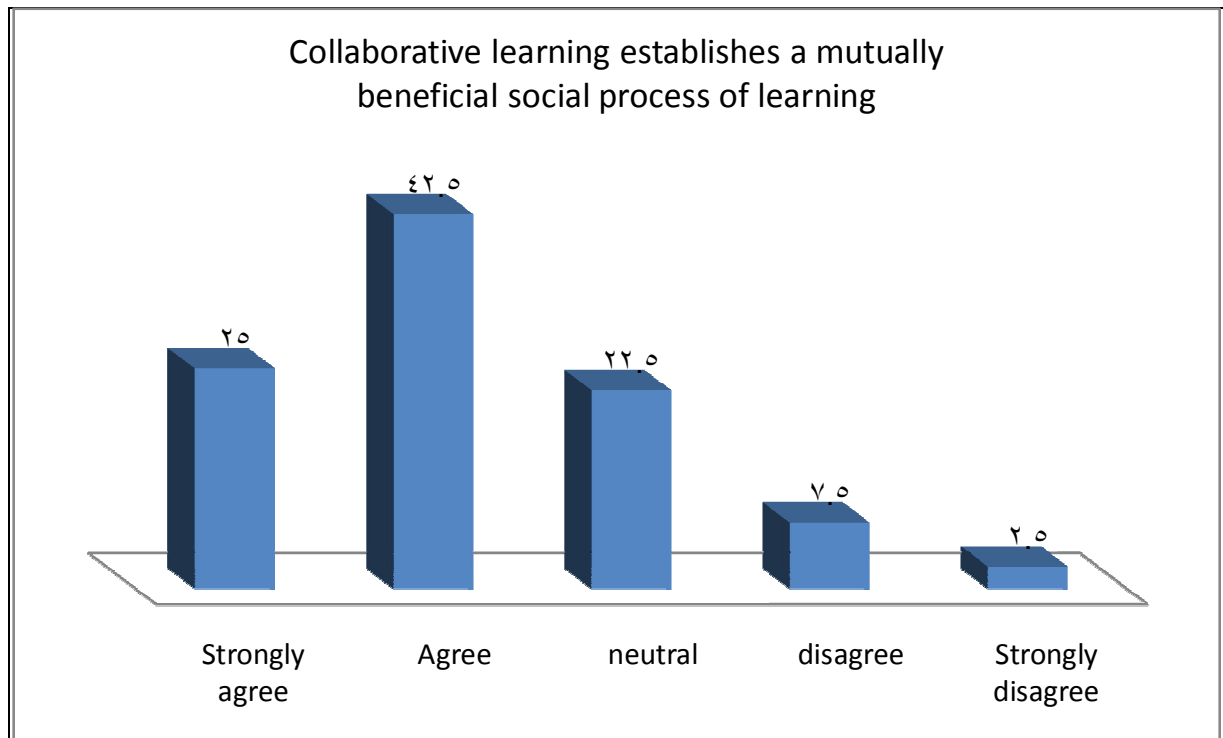


Figure (4-4)

According to table and graph that, 25% strong agree, 42.5% agree, 22.5% neutral, 7.5% disagree and 2.5% strong disagree that collaborative learning establishes a mutually beneficial social process of learning.

Working in group enhances the
Student communication skills

Table (4-5)

	Frequency	Percent
disagree	7	17.5
neutral	1	2.5
Agree	12	30.0
Strongly agree	20	50.0
Total	40	%100

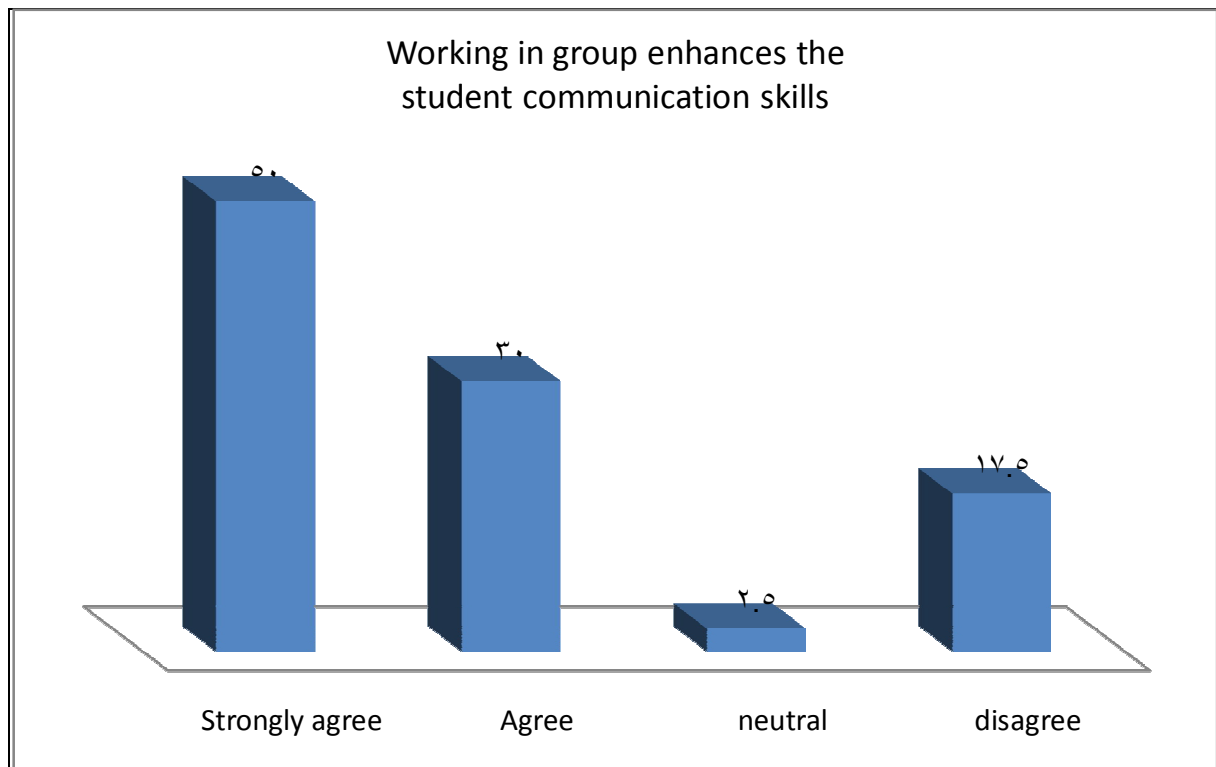


Figure (4-5)

The above figure and table show that 50%strongly agree, 30% agree,2.5% neutral, 17.5 disagree and there is no one choose strong disagree that working in group enhances the students communication skills.

Collaborative learning creates opportunities
To develop students' cognition

Table (4-6)

	Frequency	Percent
Strongly disagree	1	2.5
Disagree	3	7.5
Neutral	3	7.5
Agree	14	35.0
Strongly agree	19	47.5
Total	40	%100

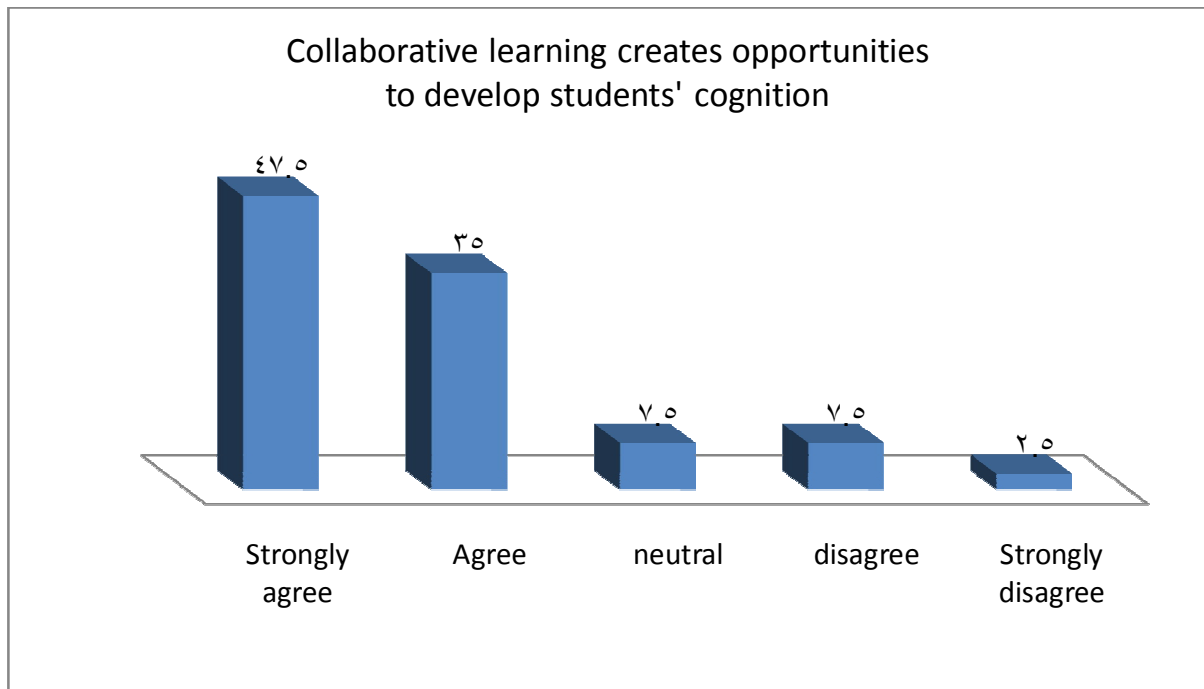


Figure (4-6)

In the above table and figure, its noted that about 47.5% strongly agree,35% agree, 7.5% neutral, 7.5% disagree and 2.5% strongly disagree that collaborative learning creates opportunities to develop student's cognition.

Working in groups fosters exchange of
Knowledge, information and experience

Table (4-7)

	Frequency	Percent
Disagree	4	10.0
Neutral	3	7.5
Agree	19	47.5
Strongly agree	14	35.0
Total	40	%100

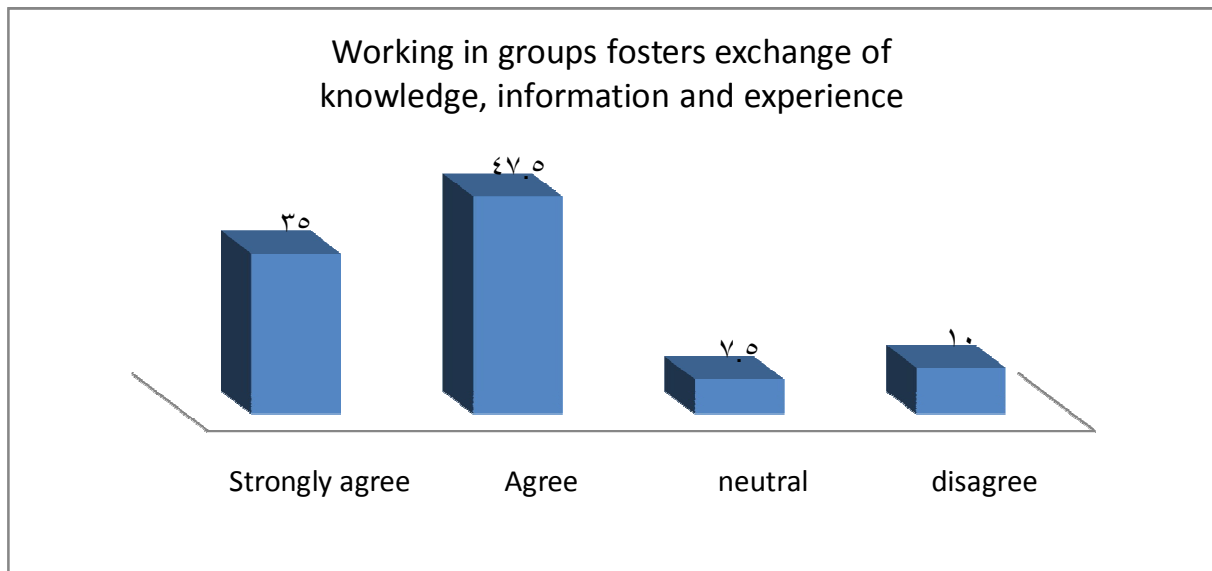


Figure (4-7)

According to the above table and graph 35% of students agree, 47.5% agree, 7.5% neutral and 10% disagree about working in groups fosters exchange of knowledge, information and experience.

Students do not intend to use
Collaboration at universities

Table (4-8)

	Frequency	Percent
Strongly disagree	10	25.0
Disagree	19	47.5
Neutral	5	12.5
Agree	5	12.5
Strongly agree	1	2.5
Total	40	%100

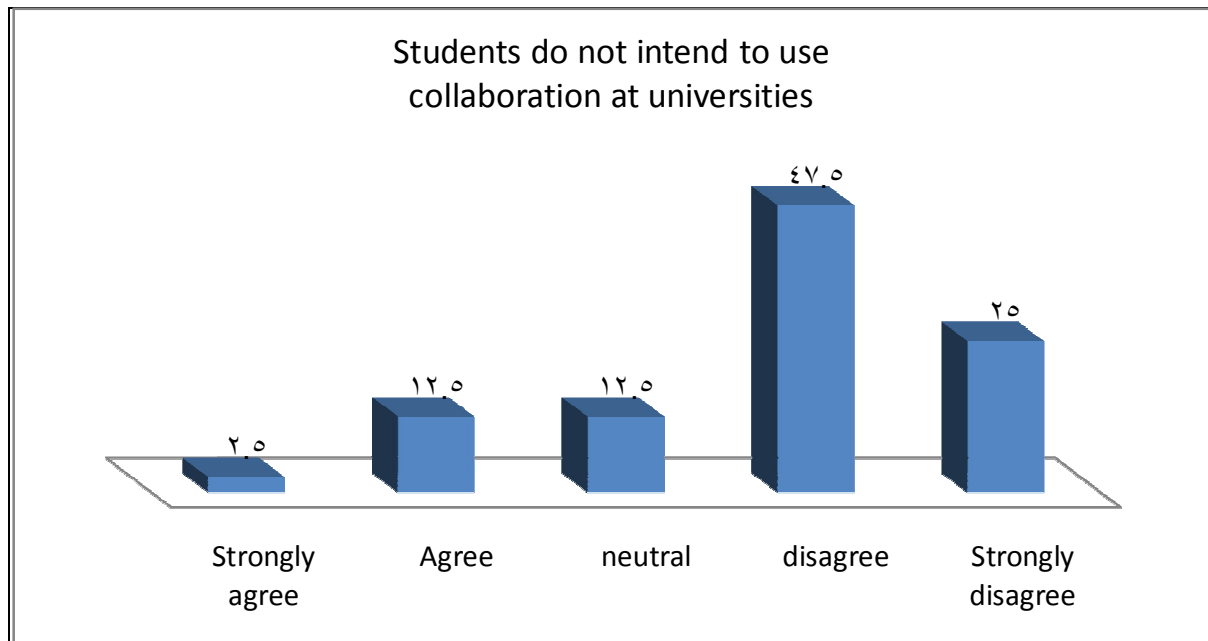


Figure (4-8)

The above table and graph show that 2.5%strongly agree, 12.5% agree,12.5%neutral, 47.5% disagree and 25%strongly disagree that students do not intend to use collaboration at universities.

Collaborative learning should be encouraged
to be used between universities students

Table (4-9)

	Frequency	Percent
Strongly disagree	3	7.5
Disagree	1	2.5
Neutral	6	15.0
Agree	13	32.5
Strongly agree	17	42.5
Total	40	%100

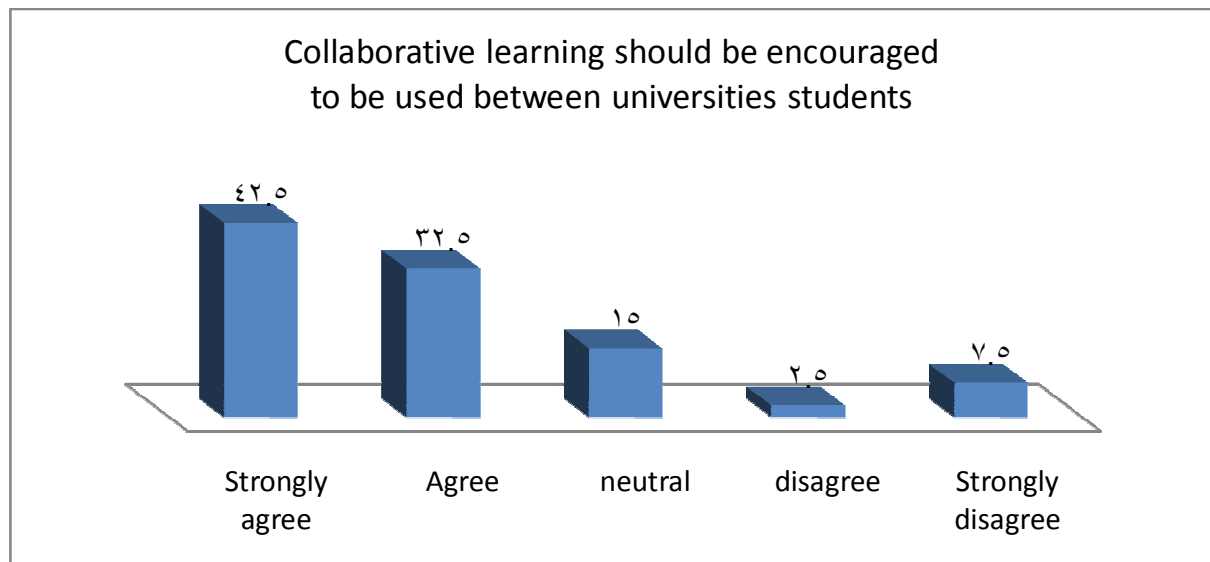


Figure (4-9)

The above table and figure find out that 42.5%strongly agree, 32.5%agree, 15%neutral, 2.5%disagree and 7.5%strongly agree that collaborative learning should be encouraged to be used between universities students.

Students really like working in collaboration

Table (4-10)

	Frequency	Percent
Strongly disagree	2	5.0
Disagree	7	17.5
Neutral	8	20.0
Agree	12	30.0
Strongly agree	11	27.5
Total	40	%100

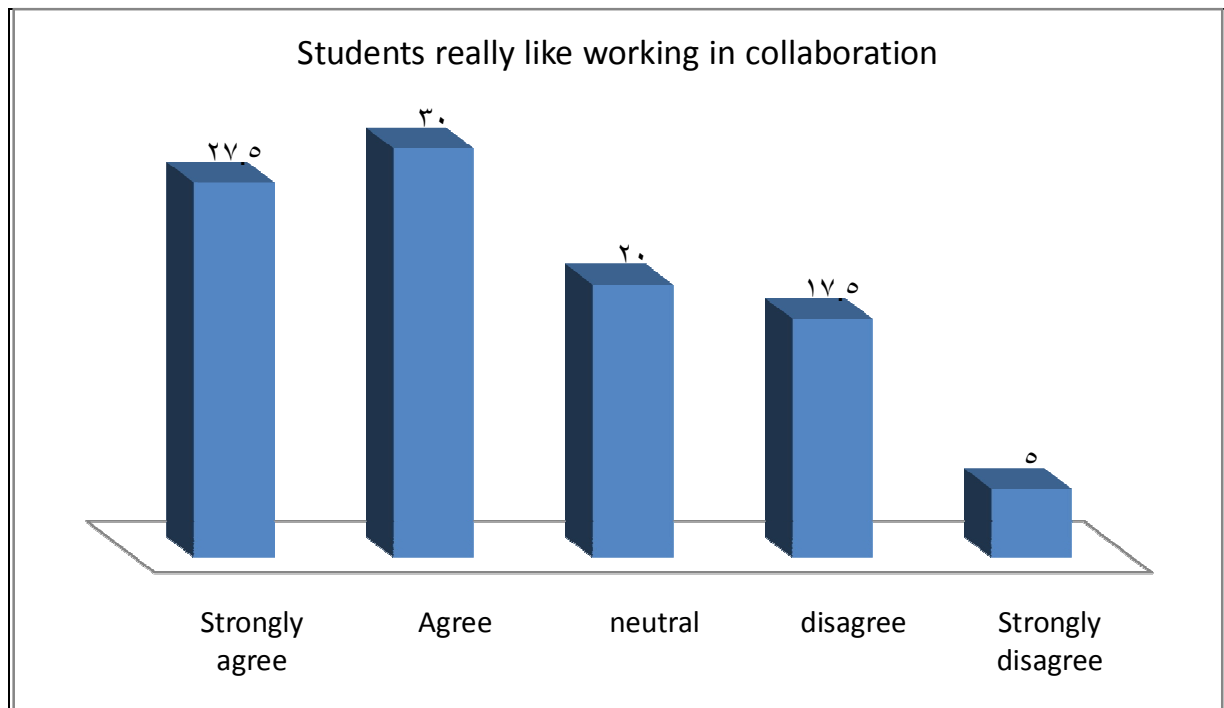


Figure (4-10)

According to the above table and figure that 27.5%strongly agree, 30%agree, 20%neutral, 17.5%disagree and 5%strongly disagree about the statements that state students really like working in collaboration.

Students must use collaborative learning at universities

Table (4-11)

	Frequency	Percent
Strongly disagree	3	7.5
disagree	2	5.0
neutral	4	10.0
Agree	13	32.5
Strongly agree	18	45.0
Total	40	%100

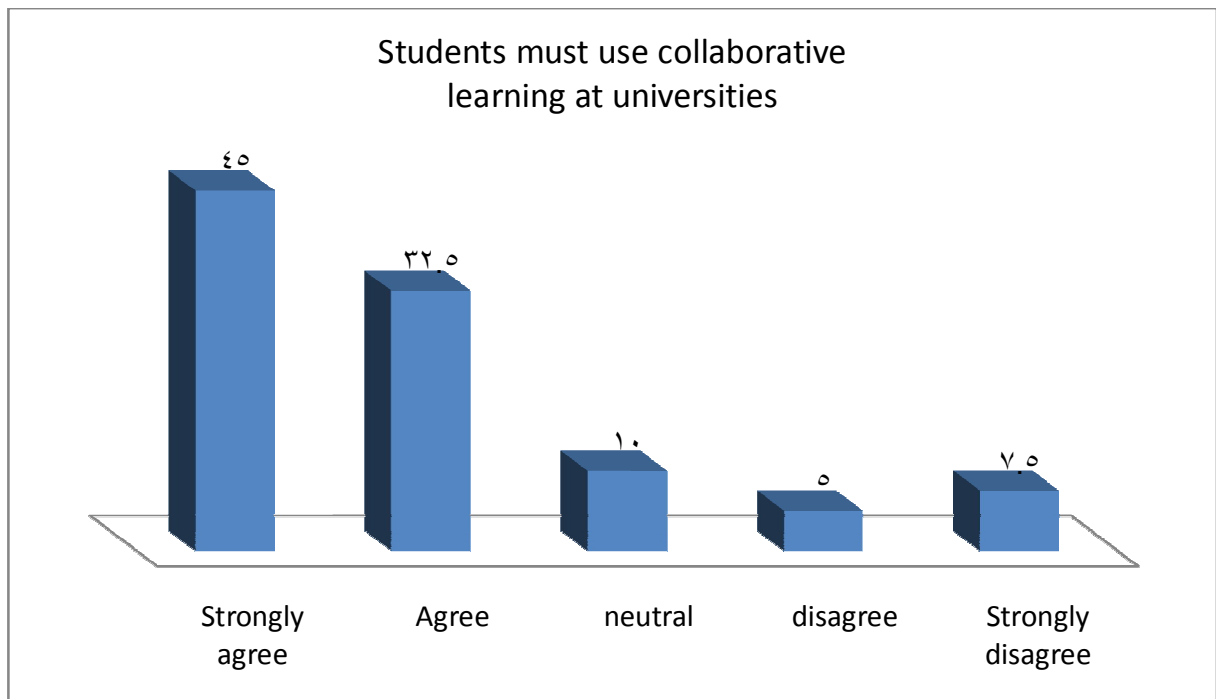


Figure (4-11)

According to the above table and figure, it was found that 45%strongly agree, 32.5%agree,10%neutral, 5%disagree and 7.5%strongly disagree that students must use collaborative learning at universities.

Discussions:

According to the result of the research the following finding are reached:

Collaborative learning promoted students learning and achieve at higher levels of thought because they retain information longer than students who work quietly as individuals. Students learn best when they work collaboratively with other students on a course assignment, because when the students didn't understand something they will seek for confirmation and clarification from their colleagues.

Collaborative learning has a pertinent to the personal development in the learning because learning is first mediated on asocial level between a student and other colleagues in their universities. Therefore, when the individual works collaboratively with more capable peers, the potential level of development will be increased. Thereupon, CL creates opportunities to develop students' cognition by actively communicating with more proficient peers. Which enable them to enhance their communication skills through listening and comprehend ideas which encourage them to speak more accurately and use appropriate language. Thus within CL establishes a mutually beneficial social process of learning, by working with more capable students can provide peers with new ideas, and the exchange of ideas makes the negotiation possible which enables the students to both receive and produce knowledge, experience and information.

Students' attitude toward using CL was positive, therefore, it should be encouraged to be used between universities students because learning does not only involve cognitive skills but also includes aspects of how they feel about learning. Motivation serves as driving force to generate learning at the start, and later as a sustaining impetus while in the long tedious process of learning a target language.

Chapter Five

**Findings, Recommendations and
Suggestions for Further Studies**

Chapter Five

Conclusion, Recommendations and Suggestion for Further Studies

Introduction:

This chapter sums up the findings that the researcher has reached; and it forwards some recommendations and suggestions for further researches in the field.

5-1: Findings of the research:

The researcher has reached to the following results:

1. Collaborative learning promotes students learning and achievement.
2. Collaborative learning enhances social interaction which increases personal development of the student in his /her performance in acquiring English as a foreign language.
3. Working in group enhances the students' communication skills.
4. Students' attitude towards using collaborative learning among universities students was appositive.

5-2: Recommendations:

In the light of the findings of this research it might be appropriate to suggest the following recommendations:

1. Students should be aware of the importance of collaborative learning.
2. Collaborative learning should be encouraged to be used among universities students to enhance their performance in acquiring English as a foreign language.
3. English language teachers should reinforce students to improve their learning a language through collaborative learning.
4. Collaborative activities should be encouraged.

5-3: Suggestions for further Studies:

Through this study, the researcher has noticed that the following areas need to be researched:

1. The effects of collaboration learning vs. competitive or individualistic learning.
2. Investigating the more effective collaborative learning methods on the achievements of the student.
3. Investigating the impact of collaborative learning on enhancing English four skills.

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Appendixes

بسم الله الرحمن الرحيم

Sudan University of Science & Technology

College of Graduate Studies

College of Languages - Department of English Language

Dear learner:

Thank you for agreeing to take part in this important questionnaire .It is a complementary part for the requirement of M.A degree. Through this brief questionnaire, your answers will be helpful in enhancing the learning process to the researcher and the universities students to meet their needs. Your responses will only be used for questionnaire purposes.

Collaborative learning is broadly defined as “a situation in which two or more people learn or attempt to learn something together”. (Dillenbourg, 1999. p).

Thank you very much for your time. Questionnaire should take approximately 10 minutes to complete.

Name:

Gender:

Statements	Strongly agree	Agree	neutral	disagree	Strongly disagree
1-Using collaborative learning promotes students learning and achievement.					
2-Students learn best when they work collaboratively with other students on a course assignment.					
3-By using collaborative learning students, at the end of the course, achieve high degrees.					
4-Collaborative learning establishes a mutually beneficial social process of learning.					
5- Working in group enhances the student communication skills.					
6-Collaborative learning creates opportunities to develop students' cognition.					
7-Working in groups fosters exchange of knowledge, information and experience.					
8-Students do not intend to use collaboration at universities.					
9-Collaborative learning should be encouraged to be used between universities students.					
10- Students really like working in collaboration.					
11- Students must use collaborative learning at universities					