# NEAR EAST UNIVERSITY

**Graduate School of Social and Applied Sciences**

**Department of English Language Teaching**

## THE EFFECTS OF USING COLLABORATIVE LEARNING ACTIVITIES IN SECOND LANGUAGE LEARNING

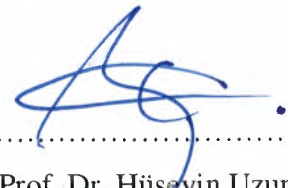**Master Thesis**

**Submitted by: Fatma Hamidan**

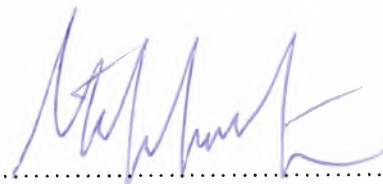**Supervisor: Assist. Prof. Dr. Mustafa Kurt**

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We certify that we have read the thesis submitted by Fatma Hamidan titled "The effects of using Collaborative Learning Activities in Second Language Learning" and that our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts.

....................................................
Prof. Dr. Erkan Türkmen
(Head of the Committee)

....................................................
Asst. Prof. Dr. Hüseyin Uzunboylu
(Committee Member)

....................................................
Asst. Prof. Dr. Mustafa Kurt
(Supervisor)

Approved for the
Graduate School of Social and Applied Sciences

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# ABSTRACT

## THE EFFECTS OF USING COLLABORATIVE LEARNING ACTIVITIES IN SECOND LANGUAGE LEARNING

The purpose of this study was to investigate the effects of using collaborative learning activities in second language learning. The participants (PF 16), therefore, followed a modified syllabus structured by the researcher to facilitate more cooperation. Before operating collaborative learning activities in the classroom, the researcher informed her students about the different practices of collaborative and traditional learning. During the study, the optimal group size consisted of three or four members. After eight (8) weeks of instruction and observation, the participants were interviewed to articulate their opinions on the application of collaborative learning activities to language learning. The careful analysis of the interviews and the observations revealed that through cooperation activated by the use of collaborative learning activities, participants benefited more than traditional language instruction. It was also apparent that participants became more motivated and confident during the study and stated that they were able to practice four language skills without any fear of making mistakes.

# ÖZET

## İŞBİRLİKLİ ÖĞRENİM AKTİVİTELERİNİN İKİNCİ DİL ÖĞRENİMİNDEKİ ETKİLERİNİ

Bu araştırmanın amacı işbirlikli öğrenim aktivitelerinin ikinci dil öğrenimindeki etkilerini araştırmaktır. PF 16 sınıfındaki öğrenciler, araştırmacı tarafından yenilenmiş eğitim programını takip ederek daha fazla işbirlikli öğrenim etkinliklerini kullanmaları sağlanmıştır. İşbirlikli çalışma etkinliklerini sınıfta uygulamadan önce, araştırmacı, öğrencilerine işbirlikli öğrenim ve klasik öğrenim yöntemleri arasındaki farklılıkları anlatmıştır. Araştırma süresince ideal grup sayısı üç veya dört üyeden oluşmaktadır. Sekiz öğrenim ve gözlem haftasından sonra, katılımcı öğrencilerin herbiri işbirlikli öğrenimin dil öğrenimi üzerindeki etkileri konusundaki fikirlerini belirtmek üzere mülakata alınmıştır. Daha sonra gerek gözlem gerekse mülakatların dikkatli incelenmesi sonucunda katılımcı öğrencilerin işbirlikli öğrenim aktivitelerinden, klasik öğrenimde olduğundan daha fazla faydalandıkları ortaya çıkmıştır. Ayrıca katılımcı öğrencilerin işbirlikli öğrenim aktivitelerini kullanırken dil öğreniminde kullanılan dört ayrı yöntemi tam motivasyon ile, kendilerine güvenerek, ve hiçbir hata yapma kaygısı taşımadan gerçekleştirdikleri de açıkça görülmektedir.

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# CHAPTER I
# INTRODUCTION

## 1.0 Presentation

This chapter presents the background of the study, the aim of the study, the problem statement and research questions. It also introduces the limitation of the study and provides definition of terms that will be used throughout the study.

## 1.1 Problem

According to the Cognitive code theory, learning a second language can be very different from learning a first. One of the main differences is that an adult second language learner is able to consciously learn the rules of the language by trying to understand the language system.

The learner's motivations, preconceptions, mental abilities, everything the learner brings with him/her are very important while learning a second language.

Nowadays, a large number of adult learners have a desire to learn a second language in order to communicate with other people or to complete their education. One reason for learning a second language is that, it helps learners to have knowledge about globalization. Another striking reason to learn a second language is to find a satisfying job for a preferable life standard.

Adult learners can not properly learn a second language by themselves because of too many reasons. If these reasons are to be noted, it can be said that anxiety plays an important role within the process of second language learning such as: when a student works individually he/she can not understand his/her mistakes, but if they work in a group they can correct each others mistakes and they can learn from each other.

Most of the students at Near East University Preparatory School at elementary level have difficulties in using English fluently. Therefore, at the end of the elementary course, they are still not able to use English fluently.

Thus, the students' perceive needs and interests through using Collaborative learning in second language learning need to be analyzed. Collaborative learning environments have received increasing attention in classrooms due to its potential for improvement and achievement. The expectation in all instances though was that the members of the group were to help each other, promote each other's learning, accept responsibility for the activity they were working on together and get help from other group members before getting help from the teacher.

That is to say, using collaborative learning in second language learning is more helpful because teachers encourage students' use of their own knowledge; ensure that students share their knowledge and their learning strategies. We are social beings who each day deal with people helping, helped and coping with problems. That is why it is important to work in teams, in order to socialize, discuss likes and dislikes and together find the best solutions for the problems because more ideas and points of view will help to develop complex idea than the simple idea of one experience.

Therefore, collaborative learning principles should be carefully applied to SLL and the results need to be discussed throughly.

## 1.2 Aim of the Study

The aim of this study is to investigate how Collaborative learning activities are used in English Language classrooms.
In order to achieve the aim, the researcher has attempted to find the answers of the following research questions.

1- Are there any differences between the role of the teachers and learners in a collaborative learning classroom and traditional learning classroom?
2- Are learners personal factors significant in a collaborative learning classroom?
3- What are the advantages and disadvantages of working with others?
4- What are the educational results of collaborative learning classrooms?

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## 1.3 Significance of the Study

It is hoped that the findings will contribute to the improvement of Adult learners' overall performance on how they can learn a second language and raise the awareness of the procedures for effective teaching and learning in a second language classroom. It is hoped that the research results will be taken into consideration at preparation school, school of foreign languages for improving the classroom techniques in terms of using collaborative learning in second language learning for the advantage of the adult learners.

## 1.4 Limitation of the Study

This study was carried out in the 2004 fall semester at Near East University Preparatory school. It was limited to PF 16 class at Elementary level and their teacher teaching elementary level classes. The interview questions were administered to thirty four students.

Throughout this research study, all the activities were prepared both in Collaborative learning and Traditional learning. Traditional learning activities focused on grammar topics of the elementary syllabus and Collaborative learning activities focused on writing, reading and speaking skills of the elementary syllabus. However, the researcher sometimes used both of the activities on different kinds of skills as they were shown in the elementary syllabus.

## 1.5 Definition of Terms

*Collaboration*: Literally, consists of working together with one or more others.

*Collaborative learning:* An instruction method in which students work in groups toward a common academic goal.

*Cooperation:* Refers to the practice of people or greater entities working in common with commonly agreed-upon goals and possibly methods, instead of working separately in competition.

*Cooperative education:* Is a structured method of combining academic education with practical work experience.

*Developmental psychology:* Deals with the development of mental, emotional psychology and social behavior in individuals, particularly from birth to early childhood.

*Individual learning:* An instruction in which students work individually at their own level and rate toward an academic goal.

*Student self evaluation:* Both process and product, a form of narrative writing in which students describe their learning in a particular course of study and make qualitative judgments about it.

*SLL:* Second language learning.

*Traditional learning:* Traditional approach to learning is focused on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. The current system of education is teacher centered, with the teacher focused on giving out information about "what is known." Traditional learning focuses more on learning about thing.

# CHAPTER II
# REVIEW OF LITERATURE

## 2.0 Presentation

This chapter presents, collaboration, theoretical background of collaborative learning, definition of collaborative learning, definition of cooperative learning, definition of collaborative learning and traditional learning classrooms, methods of cooperative learning, the importance of the collaborative learning, theoretical perspectives on peer helping, promoting effective helping behavior in peer-directed groups, specific strategies for promoting effective help-seeking and help-giving behavior, instructional phases of collaborative learning, structuring cooperative group work in classrooms and benefits of collaborative learning.

## 2.1 Collaboration

Collaboration is something that human beings have been experiencing from early times and applying in all their daily life. Hiltz underlined this when she stated, "the social process of developing shared understanding through interaction is the 'natural' way for people to learn" (1984, cited in Kreijns et al., 2002, 4).

Collaboration means working together and cooperating. Through Collaborative Learning; learners participate more, they learn how to giving up of certain demands by each side in a dispute, so that an agreement may be reached which satisfies both to some extent, they negotiate meaning, and they become better risk takers and more efficient self monitors and self evaluators.

Collaboration involves the more direct working together of the two sides, language and subject, to prepare students for particular tasks or courses. In collaboration the language and subject teacher work together outside the classroom. Collaboration causes students to be much more involved in the teaching/learning process and much more helpful through peer and self-correction.

By the dictionary definition, "Collaborate" is described with phrases like "to work together, especially in a joint intellectual effort". In most simple manner, collaboration refers to activities that pair of individuals or group of people performs together.

Reagan, Fox and Bleich (1994), define Collaboration as an underlying social orientation in which the participants share a general sense of purpose and orientation, and a discernible set of roles.

Roschelle and Teasley (1995, 70) define collaboration as follows: "Collaboration is a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem".

Richman (2001, 1) defines collaboration as "interaction among two or more individuals that leads to better and faster competition of work".

Bruner (1991, 1) defines collaboration as a process to reach goals that cannot be achieved acting singly (or, at a minimum, can not be reached efficiently). The author argues that "Collaboration includes the essential elements such as jointly developing and agreeing to a set of common goals and directions, sharing responsibility for obtaining those goals, and working together to achieve those goals, using the expertise of each collaborator".

Dillenbourg (1996, 21) argues that collaboration can not be a treatment that has positive effects on participants. Collaboration is a social structure in which two or more people interact with each other and, in some circumstances, some types of interaction occur that have a positive effect.

That is to say, if we take all these together we can see that all the literature seems to agree that collaboration is a synchronous activity of parties with diverse skills and backgrounds, contributing those skills and resources in an atmosphere of trust, respect and flexibility, in order to achieve shared goals and objectives.

### 2.1.1 Theoretical Background of Collaborative Learning

In order to develop appropriate Collaborative Learning activities in Second language learning, there is a need to make a theoretical review of Collaborative Learning to find out its characteristics as mentioned in research questions.

Many theorists in the 1990s have written about collaborative and cooperative learning as approaches for second language instruction. The terms collaborative and cooperative are used somewhat interchangeable among practicing teachers. However, theorists, make slight distinctions between the terms. Rebecca Oxford (1997) defines "Collaborative Learning" as being most closely related to the philosophy or approach to instruction and "Cooperative Learning" as series of structured ideas that direct teachers in using group work in the Kindergarten (K from now on) 12 classroom.

Ted Panitz (1996) defines "Collaborative Learning" as a personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group member's abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the group's actions/ the underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. Collaborative learning practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people and on the other hand he defines "Cooperative Learning" as a set of processes which help people interact together in order to accomplish a specific goal or develop an end product, which is usually content specific. It is more directive than a collaborative system of governance and closely controlled by the teacher. While there are many mechanisms for group analysis and introspection the fundamental approach is teacher centered whereas collaborative learning is more student centered.

In order to understand the theory behind Collaborative Learning, we should look back to experiential learning, which is based on idea from cognitive theory, humanistic

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psychology and developmental psychology. It promotes the idea that the learner is at the centre of the learning process and that learning is a process of self-discovery. The teacher's role is that s\he decides on the group size according to such factors the type task being asked of the students and the teacher is the giver of knowledge in front of the classroom and the learner's role is that learners work in groups and each member of a team is responsible not only for learning what is taught but also for helping teammates learn. In their groups learners learn social and communication skills as they become aware of their classmates' learning strategies. They learn the importance of process rather than just the product. All of these skills are very important as they grow up and work in business and the community.

Thus, Collaborative Learning consists of more than just group work. It includes the creation of an atmosphere of support, and careful establishment of relationships within the classroom. Teachers should structure the activities to the learners in order to get good results since the learners do not automatically know what to do or how to work in groups. May be the activities that they are going to do are new to both teachers and learners so, they will take some practice. However, they will work collaborative learning will become a powerful tool in teaching language for the teachers who use it regularly.

### 2.1.2 Definition of Collaborative Learning

Collaborative learning is a philosophy, working together, building together, learning together, changing together, and improving together. That is to say, collaborative learning is for all learners to learn all the material together. It is a philosophy that fits today's globalize world.

There are different definitions of collaborative learning in literature. The broadest definition is that collaborative learning is "a situation in which two or more people learn to attempt to learn something together".

Kristin Gerdy of Brigham Young University once wrote that "Learning is enchanted when it is more like a team effort than a solo race. Good learning like good work, is

collaborative and social, not competitive and isolated sharing one's ideas and responding to other's improves thinking and deepens understanding".(1998, 4).

Smith and MacGregor characterize collaborative learning in their article as 'an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together'. Most collaborative learning activities focus on the student's exploration and application of the course material, not the teacher's presentation of it.

Collaborative learning is defined as a learning process that emphasizes group or cooperative efforts among faculty and students and it stresses active participation and interaction on the part of both students and instructors (Hiltz and Turoff, 1993, 13).

Hiltz (1998, 4) defined collaborative learning as an instructional method that encourages students to work together on academic tasks. The author emphasizes that learning by collaborating is a social process and leads learning to be not only active but also interactive.

Anuradha (1995, 1) defines collaborative learning as an instruction method in which students at various performance levels work together in small groups toward a common goal. According to the author, the students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

In literature, cooperative learning and collaborative learning were used interchangeably. Dillenbourg and Schneider (1995, 4) make a distinction between cooperative and collaborative learning. They argued that cooperative learning is "... a protocol in which the task is in advance split into sub tasks that the partners solve independently". However, collaborative learning is "... a situation in which two or more subjects build synchronously and interactively a joint solution to some problem". Johnson and Johnson (1996, chapter 3) use the term cooperative learning to describe the higher level processes that Dillenbourg & Schneider would label collaborative.

Dillenbourg (1999, 5) argues that collaborative learning is not one single mechanism. If one talks about "learning from collaboration", one should also talk about "learning from being alone". Because, he says that individual cognitive systems do not learn because they are individual, but because they perform some activities (reading, building, predicting), which trigger some learning mechanisms. Similarly, peers do not learn because they are two, but because they perform some activities, which trigger specific learning mechanisms. Additionally, he argues that the interaction among subjects generates extra activities (explanation, disagreement, and mutual regulation), triggering knowledge elicitation, internalization and reduced cognitive load. Then, he concludes that the field of collaborative learning is precisely about these activities and mechanisms.

## 2.1.3 Definition of Cooperative Learning

Cooperative classrooms are changing the essence of learning from "I classrooms" to "We classrooms". As a classroom structure, cooperative learning allows students to work together in small, mixed-ability groups. The teacher's role shifts from learning disseminator to learning facilitator. The responsibility for learning shifts from the teacher to the student. Furthermore, students working in cooperative groups have an additional twist to their learning. They are not only responsible for learning the material that is presented, but also for ensuring everyone in the group knows the material as well. Usually, there is some type of the group goal-either academic or some other type of extrinsic reward (Slavin, 1987).

According to Johnson & Johnson (1987) there are three basic types of learning that goes on in any classroom:

1- Individualistic Learning is the more traditional structure of learning that has each student working independently on a project student accomplishment toward a specified goal relies little, if any, on other students performance.

2- Competitive Learning is a structure that has students vying against each other in order to accomplish a particular goal. Students find themselves in Win-Lose situations in order for me to win, you must lose.

3- Cooperative Learning is a structure that utilizes small groups to encourage students to work together to optimize their own and their peers' learning.

Johnson and Johnson (1987) also have identified five basic elements of cooperative learning. These include:

1- Promotive, Face to Face Oral Communication- Students are placed in heterogeneous groups from 2 to 6 members. Team members are strategically seated in order to encourage "eye-to-eye, knee-to-knee" interaction. Through team building activities, promotive behavior is facilitated.

2- Positive Interdependence- "All for one and one for all". As students work toward a common goal, team cooperative, and fellow success becomes imperative.

3- Individual Accountability- Although students work together in a cooperative group, each student is held accountable for individual learning. Individual student performance is assessed and the outcome is reported and celebrated by the individual as well as team members.

4- Interpersonal, Collaborative Social Skills- Students work together to reach a common goal. In order for members to reach a common goal, students must utilize adequate collaborative social skills to function successfully.

5- Evaluating and Processing- Students are given time and encouraged to participate in reflection about what was learned, how it was learned, and the skills used to process and meet the goal.

According to Johnson, Johnson, and Smith,(1991); Cooperative Learning can be successful if we give attention to the following elements:

1- Positive interdependence- Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

2- Individual accountability- All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3- Face-to-face promotive interaction- Although some of the group work may be parceled out and done individually, some must be done interactively with group members providing one another with feedback, challenging one

another's conclusions and reasoning and perhaps most importantly, teaching and encouraging one another.

4- Appropriate use of collaborative skills- Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication and conflict management skills.

5- Group processing- Team members set group goals, periodically assess what they are doing well as a team and identify changes they will make to function more effectively in the future.

## 2.1.4 Definition of Collaborative Learning and Traditional Learning Classrooms

In traditional classrooms, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation.(M.B. Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce NCREL, Oak Brook, 1990).

Traditional models include one-stop workshops, with a top-down approach to disseminating knowledge, in which teachers are provided with information and resources that they are expected to translate into action (Gersten, Vaughn, Deshles & Schiller, 1997). In contrast, collaborative models emphasize the importance of nurturing learning communities within which teachers try new ideas, reflect on outcomes, and co-construct knowledge about teaching and learning in the context of authentic activity (Borko & Putnam, 1998; Perry, Walton & Calder, 1999).

## 2.2 Methods of Cooperative Learning

There are many variations within the cooperative learning model. Some of the more popular models include the following five approaches:

1- Student Teams- Achievement Division (STAD) (Slavin,1986) is composed of students in mixed-ability teams. Students within these teams work together to

master the material. Students might use a variety of methods to master the material, such as quizzing each other, worksheets, and/or manipulatives. Individual learning is still expected, often by taking a test at the end of the team study period (Slavin,1986).

2- Teams- Games- Tournament (TGT) (Slavin,1986) was the first cooperative learning method from John Hopkins University. Almost identical to the STAD model, TGT differs only in the fact that the end –of-the-instructional- time quiz is replaced with end-of-the-week tournaments. Students compete in teams of three against students with similar abilities at "tournament tables". As with STAD, students can bring back points to their team that can be used for various extrinsic rewards as determined by the teacher or agreed upon by the group (Slavin,1986).

3- Jigsaw (Aronson,1978). In the Jigsaw approach students are divided into six-member teams. Each team member is given a particular section out of text or some other piece of academic unit. For example, after each member reads his/her section, these members join with other members who have the same assignment to form expert groups. Within these expert groups, students discuss various strategies that will help teach the material to fellow team members within the original six-member group. Students are highly motivated to listen to peer teachers because the only way they have access to the information is through the peer. An adaptation of the jigsaw was developed by Slavin,1986 at Johns Hopkins University. Called Jigsaw II, Slavin's variation places students in four-to five-member teams as in TGT and STAD. Instead of students having different assignments, all students are given the same narrative (i.e., book, short story, etc) to read. However, each student is assigned a different topic (such as "Neptune" in a unit on planets) on which to become an expert. As with the original Jigsaw, students with the same topic are placed in to expert groups.

4- Learning Together (Johnson&Johnson,1987) methods were developed around the idea of having teams of four or five students turn in one assignment as a group project. The group then receives the praise and/or reward. Johnson and Johnson's method advocates a team-building approach and provides time for lots of discussion and reflection on how team members are interacting and functioning as a group.

5. Spencer Kagan's (Kagan,1994) methods for cooperative learning share many commonalties with Slavin's and Johnson and Johnson's. However, he stated that in 1985 he moved from seeing a cooperative learning lesson as one which implemented a structure to seeing the lesson as composed of structures. Thus, the cooperative learning structures became the building blocks of a lesson. He describes his cooperative learning structures as a content-free way of providing learning activities for students. Kagan states, "We place content into a structure to create a learning activity". In this way, a teacher may change the content and have a completely different learning activity. Kagan's content-free approach has provided a very user-friendly way for teachers to implement the tenets of cooperative learning. For example, in order for students to learn their spelling words for the week, a teacher might use the structure Numbered Heads Together (students number off, teacher asks question, students put their heads together, and teacher calls a number), or she might use the structure or a simple Choral Response (all students say a response aloud after a cue from the teacher). Structures are included for content tasks that promote: Teambuilding, Classbuilding, Mastery, Thinking Skills, Information Sharing, and Communication Skills.

## 2.3 The Importance of the Collaborative Learning

"Collaborative learning", "team work", "student-centered learning" and "students taking responsibility for their own learning" have became essentials in education in the information age. There is a high demand by staff, students and employers for students to graduate with good interpersonal skills, knowledge of group dynamics, the flexibility to work in teams, the ability to lead, to problem-solve and to communicate effectively.

Collaborative teams are preferred to increase worker involvement, to improve quality and productivity, and to help flatten, downsize, and decentralize the organization. The team approach is also being applied to the development and maintenance of software.

Hiltz (1998, 4) emphasize that the requirements for education in the twenty-first century also result in more emphasis in the active approaches rather than passive

approaches presenting learning Active approaches argue that the learning is a social process, which takes place through communication with others (Mead, 1934, cited in Hiltz 1998, 4). Similarly, collaborative learning is based on the active approaches, because it is a natural process of social interaction and communication (Gerlach 1994).

Anuradha (1995) examined the effectiveness of individual learning versus collaborative learning in enhancing drill-and-practice skills and critical-thinking skills. The author figures out that collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas. In fact, both individual learning and collaborative learning were found to be equally effective in gaining factual knowledge. Therefore, author concludes that if the purpose of instruction is to enhance critical-thinking and problem-solving skills, then collaborative learning will be more beneficial.

Peer collaboration in education can be very powerful. A large body of research suggests that collaboration among students can lead to superior results on a wide range of variables, including achievement, thinking skills, interethnic relations, liking for school, and self-esteem (Murphey and Jacobs, 2000, 4)

The followings are the most commonly stressed advantages of collaborative learning (Imel, 1991, 4):
Provides an environment for democratic planning, decision making, and risk taking
Allows participants to acquire insights into the potential and power of groups as well as develop their independence as learners
Helps individuals develop better judgment through the exposure and resolution of previously unshared biases
Enables adults to draw on their previous experiences by tapping their reservoir of accumulated wisdom and knowledge

Hiltz (1998, 8) says that collaborative learning designs are more effective for on-line learning than pedagogical approaches that emphasize individuals working alone with materials posted on-line. Software structures can be constructed which will support group collaboration. However, they can only facilitate the desired behavior, not

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produce it. For the group to adapt a structure of interaction that is collaborative in nature, the instructor must mold, model and encourage the desired behavior, and the students must be able and willing to participate regularly.

Several studies have shown that collaborative learning strategies result in more student involvement with the course and collaborative learning methods are more effective than traditional methods in promoting student learning and achievement (Hiltz,1998, 5).

## 2.4 Theoretical perspectives on peer helping

The theories of Vygotsky and Piaget suggest several mechanisms through which students may learn by interacting with each other in collaborative settings. In Vygotsky's sociocultural view, mental functioning develops as the learner internalizes and transforms the content of social interaction (Vygotsky, 1978, 1981). Vygotsky centers his theory around the "zone of proximal development". Operationalized, the zone manifests the difference between what a child can achieve independently and what she can accomplish with help from a more experienced and capable person. With the help of a more-skilled person, a process of negotiation and transformation enables the less-competent person to carry out a task or solve a problem that the latter student could not perform without assistance (a process sometimes called scaffolding, (Wood, Bruner, & Brown, 1984)). This process also allows the less-proficient student to internalize skills and knowledge that she has practiced and developed so that they become part of her individual repertoire (Hogan & Tudge, 1999; Tudge & Rogoff, 1989; Valsiner, 1987; Vygotsky, 1978). In peer-directed settings, students can often provide effective scaffolding due to their understanding of, and familiarity with, each other's misunderstandings and their ability to explain concepts in familiar terms (Brown & Palinscar, 1989; Noddings, 1985; Vedder, 1985; Vygotsky, 1981).

Giving and receiving explanations serves as a fundamental component of scaffolding in two ways. First, the less-capable person can learn from the explanations given by the more-capable person. By receiving explanations, the less-skilled individual can correct misconceptions, fill in gaps in her understanding, strengthen connections between new information and previous learning, and develop new problem-solving

skills and knowledge (Mayer, 1984; Sweller, 1989; Wittrock, 1990). Second, explaining one's own thinking and understanding constitutes part of the process through which the less-capable person constructs her knowledge. Vygotsky explicitly mentions the importance of the learner externalizing her thinking. In the context of adult-child interaction, he conjectures, "The teacher, working with the school child on a given question, explains, informs, inquires, corrects and *forces the child himself to explain*" (Vygotsky, 1987, 215-216, quoted in Hogan & Tudge (1999), italics added). Hence, when a less-proficient person gives explanations, it serves to clarify and transform her own thinking rather than help the more-capable person.

A component of Piaget's perspective on learning has been described as sociocognitive conflict theory in which cognitive conflict arises when a learner perceives a contradiction between her existing understanding and what she experiences in the course of interacting with others (Piaget, 1932). This contradiction and its disequiliberating effect leads the learner to re-examine and question her own ideas and beliefs, to seek additional information to reconcile the conflicting viewpoints, and to try out new ideas (De Lisi & Golbeck, 1999; Forman & Cazden, 1985; Gilly, 1990). When students cooperate as equals, exercise mutual control over the interaction, and share each other's point of view, peer interaction generally facilitates learning (Piaget, 1976). During peer interaction, students speak at a level that other students understand, challenge each other and try to reconcile contradictions, take feedback from other students seriously, and accept communication and corrections from other students (Damon, 1984). All of these play a role in the effectiveness of collaborative work.

Explaining also plays an essential role in the process of resolving cognitive conflict. Resolving cognitive conflict entails a series of negotiations in which students explain their viewpoints to each other. In the process of explaining and justifying their perspectives, students may clarify or reorganize material in new ways in their own minds, recognize and fill in gaps in their understanding, correct their perspectives or develop new ones, and construct increasingly elaborate conceptualizations (Bargh & Schul, 1980; Benware & Deci, 1984; King, 1992; Rogoff, 1991; Saxe, Gearhart, Note, & Paduano, 1993; Valsiner, 1987; Yackel, Cobb, & Wood, 1991). When explaining their problem-solving processes, students think about the salient features of the

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problem. This process serves as an essential component of developing problem-solving strategies and for developing a metacognitive awareness of what they do and do not understand (Cooper, 1999).

## 2.5 Promoting effective helping behavior in peer-directed groups

Collaborative peer learning environments have received increasing attention in classrooms. They potentially improve learning and achievement, increase students' motivation and time on task, contribute to increased self-esteem, locus of control, liking and acceptance of others, as well as the ability to relate to others, and lead to the development of team work skills (Bossert, 1988/1989; Slavin, 1990; Webb & Palincsar, 1996).

Students can learn from each other in many ways. For example, students give and receive help, share knowledge, build on each others' ideas, recognize and resolve contradictions between their own and other students' perspectives, observe others' strategies, and internalize problem, solving processes and strategies that emerge during group work. All of these can lead to increased knowledge and understanding (Azmitia, 1988-1989; Bearison, Magzamen & Filardo, 1986; Bossert, 1988-1989; Brown & Palinscar, 1989; Coleman, 1998; Hatano & Inagaki, 1991; Webb & Palincsar 1996).

## 2.6 Specific strategies for promoting effective help-seeking and help-giving behavior

Teachers can promote effective help-seeking and help-giving behavior in many ways. In addition to monitoring their own discourse and modifying the structural aspects of the classroom to facilitate students' active involvement, they can introduce strategies to target specific student behavior. Teachers can use the following strategies to promote the active role of the learner as help seeker and help user and to improve the quality of explanations given by help givers.

### 2.6.1 Instruction in explaining skills

In several studies, the researchers provided training for students in giving effective explanations, along with activities to develop general communication skills. Swing and Peterson (1982) taught students how to monitor each other's answers. In an expanded version of Swing and Peterson's training, Webb and Farivar (1994) provided instruction in basic communication skills (e.g., checking for understanding, sharing ideas and information, encouraging, and checking for agreement), norms for group behavior (e.g., attentive listening, no insults, moderate voice level, equal participation by everyone), and helping skills (e.g., asking for and giving elaborated explanations instead of only the answer, asking clear and precise questions). In a series of studies, Gillies and colleagues (Ashman & Gillies, 1997; Gillies, 2000; Gillies & Ashman, 1996, 1997, 1998) trained students to encourage equal participation, engage in active listening, provide constructive feedback, resolve differences democratically, try to understand others' perspectives, and monitor and evaluate progress. In all of these studies, trained groups engaged in more higher-order explaining than did untrained or less-trained groups.

### 2.6.2 Explanation Prompts

Another approach gives students specific prompts to encourage them to give elaborated explanations. This training combined explanation prompts with the guided use of four social norms: contributing and helping others contribute to the group's efforts, providing supporting reasons for ideas, working to understand others' ideas by restating and asking questions about them, and building on one another's ideas. Similarly, Coleman (1998) gave students specific explanation prompts to construct explanations, to justify answers and beliefs, to relate what they learned in class to the task at hand, to use distinguish between "scientific" and "everyday" definitions and explanations, and to compare real world experiences to class learning. In both studies, the explanation prompts successfully promoted conceptually advanced explaining as well as a more accurate scientific and functional understanding of the material.

### 2.6.3 Reciprocal questioning

In a third approach, reciprocal questioning, students ask each other high-level questions about the material (e.g., Fantuzzo, Riggio, Connelly, & Dimeff, 1989; King, 1989, 1990, 1992, 1999). For example, King (1999, 101) developed strategic questions for use in problem-solving contexts, especially those involved in planning how to solve the problem.

### 2.6.4 Role specialization

The adoption of specific roles (usually alternated) can foster explaining. This involves assigning roles such as recaller (also called learning leader or summarizer) and listener (also called active listener, learning listener, or listener/facilitator; Hythecker, Dansereau, & Rocklin, 1988; Yager, Johnson, & Johnson, 1985), which can be incorporated into scripts for groups to follow (O'Donnell, 1999). The recaller summarizes the material and the listener detects errors, identifies omissions, and seeks clarification.

### 2.6.5 Comprehension monitoring

To be effective help seekers and help givers, students must know how to monitor their own and their groupmates' comprehension (Markman, 1981). In this stage of their "IMPROVE" method, each student in turn tries to solve a problem and explain his or her reasoning using specific metacognitive prompts. When difficulties or discrepancies arise, groups engage in discussion. Mevarech and Kramarski (1997) designed their IMPROVE method so that each student demonstrates mastery of the problem before the group moves on to another problem. This structure encourages students to play an active role in their own learning and places responsibility on groups to ensure that group members understand how to solve the problems.

One of the main reasons for putting students into groups is to give them an opportunity to help each other so that they will learn from the collaboration. On the part of the help seeker, three behaviors seem to be key. First, to maximize the chances of receiving explanations that are both relevant to their area of difficulty and

sufficiently elaborated to be effective, students must ask precise questions that communicate the aspects of the problem that they do and do not understand. Second, help seekers must persist in asking for help until they receive explanations that they understand. Third, to confirm that help seekers understand the explanations received and to internalize the knowledge and skills represented in the explanations, help seekers must apply the explanations received to the problem at hand.

## 2.7 Instructional phases of Collaborative Learning

In the Collaborative Learning Model described by Reid et al. (1989), there are five phases for designing instruction for collaborative learning: engagement, exploration, transformation, presentation, and reflection.

In the "engagement" phase, the teacher sets the stage by providing the class with a collaborative activity. It is important that this task be designed in such a way that it not only provides the basis for ensuing necessary group activities, but also brings home a sense of ownership to its learners. An example of an authentic collaborative activity for a reading classroom is one where students examine the type of persuasive language found in authentic sales literature such as brochures, advertisements, and labels. They can then analyze the kinds of strategies advertisers use to influence potential buyers.

In the "exploration" phase, students work on the exploration of ideas and information. Teachers have to decide how much input should be given for the learning task, and how much should be left to the resourcefulness of the students. To encourage group interdependence at this stage, teachers can ask students in teams to demonstrate their learning using different response modes. K-W-H-L-S is one of many strategies that can be used with students of all ages and levels to help insure that every student pursues goals that are individually beneficial and yet congruent with the group's common goal in the learning activity. The basic components of the K-W-H-L-S strategy are:

- K: What I know (e.g., information on what I already know about advertisements)
- W: What I want to learn (e.g., information on advertising strategies)

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- H: How I will learn it and work with others to attain mutual goals (e.g., bring in information, share ideas and compare perspectives)
- L: What I learned (e.g., evaluating what I have found out and how I can use this information)
- S: How I shared, or will share what I have learned from others (e.g., writing up a joint report or opinion piece for publication in a magazine)

The third phase has to do with the "transformation" of knowledge. This is where students in their learning groups engage in activities to "reshape" the information by organizing, clarifying, elaborating, or synthesizing learning concepts. It is crucial for this stage of learning that tasks require discussion and contribution from all group members. It is too easy to let a situation turn into one where the most vocal or linguistically proficient member of the group takes over the tasks of clarifying and elaborating on learning concepts, and not have other group members' benefit from the collaborative activity. The learning activity designed should therefore be complex enough that there can be many opportunities for knowledge transformation at different levels or in various sub-tasks, thereby involving as many group members as possible. For instance, students take turns categorizing information, looking for examples to support their opinions, and discussing the implications of an advertising strategy on their own and their families' purchasing behaviors.

In the "presentation" phase, student groups have the opportunity to present their findings to an interested and critical audience. It is possible to structure the main activity in a way that would entail having different student groups contribute their findings to make up a bigger learning outcome (e.g., different sections of a proposal). A significant consideration at this stage is to ensure that the audience for the presentation is authentic and can provide responsive feedback to the information generated by the groups' efforts. This can be done with critical peer groups or with expert groups that have a genuine interest in the findings of the presentation. In the above example, the reading group that reviews sales literature and analyzes advertising strategies can now write an article for a consumer awareness magazine on what they have collaboratively learned about the influence of advertising on public buying.

The last phase of the group learning activity is "reflection". Here, students analyze what they have learned, identify strengths and weaknesses in the learning processes they went through, and offer constructive ideas on how their learning can be improved. Student reflection should be done both individually and collaboratively, and they need to analyze individual as well as group learning processes. For that purpose, teachers may construct individual and group guidelines. Some questions for reflection are:

- * To prepare for this activity, I …
- * I think I contributed to the group's work quality by …
- * Something that would help us work better next time is …
- * One thing that was not useful to our group work was …
- * Some ways in which the thinking of the group could have been better are …

Dewey (1938) said that one of the philosophies of education is not to learn merely to acquire information but rather to bring that learning to bear upon our everyday actions and behaviors. Consistent with this goal, we would argue that collaborative learning in the classroom should prepare learners for the kind of team work and critical interchange that they will need to be effective participants in their communities and workplaces in the future.

## 2.8 Structuring Cooperative Group Work in Classrooms

While structuring the cooperative learning experience is important for successful small-group work, cooperative learning is enhanced when students are taught the social skills needed to promote a sharing and caring attitude towards others (Battistich, Solomon, & Delucchi, 1993; Johnson & Johnson, 1987). Moreover, not only must students be taught these skills, they must also be given the opportunity to use them if they are to perceive they are personally liked, supported, and accepted by others, and, in turn, perceive that others care about how much they learn (Johnson & Johnson, 1989). In a study of 48 fifth-grade students (including 16 students with an intellectual disability) who worked cooperatively in two conditions either with or without social skills training, Putnam, Rynders, Johnson, and Johnson (1989), found that more positive relationships developed between disabled and non-

disabled students in the groups that had received social skills training than in those that were untrained. Furthermore, these positive relationships generalized to post-instructional, free-time situations. Gillies and Ashman (1996), in a study of 192 Grade 6 children who worked in trained (i.e., received social skills training) and untrained cooperative groups, found that not only were the children in the trained groups more cooperative and helpful to each other, but they, also, differed significantly in their perception of the group as one in which they could participate, share ideas, and make joint decisions.

The social skills that have been identified that facilitate communication include: listening to each other during group discussions; acknowledging others' ideas and considering their perspective on issues; stating ideas freely; resolving conflicts democratically; sharing tasks equitably; and allocating resources fairly among group members (Egan, 1997; Johnson, Johnson, Dudley, Mitchell, & Fredrickson, 1997). In fact, Johnson, Johnson and Holubec (1993) argue that students must have a modicum of these skills if they are to work together productively.

## 2.9 Benefits of Collaborative Learning

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| 1. Develops higher level thinking skills (Webb 1982) |
| 2. Promotes student-faculty interaction and familiarity |
| 3. Increases student retention |
| 4. Builds self esteem in students (Johnson & Johnson 1989) |
| 5. Enhances student satisfaction with the learning experience |
| 6. Promotes a positive attitude toward the subject matter |
| 7. Develops oral communication skills (Yager 1985) |
| 8. Develops social interaction skills |
| 9. Promotes positive race relations (Johnson & Johnson 1972) |
| 10. Creates an environment of active, involved, exploratory learning |
| 11. Fosters team building and a team approach to problem solving while maintaining individual accountability (Cooper et al 1984, Johnson, Johnson & Holubec 1984) |
| 12. Encourages diversity understanding (Burnstein & McRae 1962) |
| 13. Encourages student responsibility for learning (Baird & White 1984) |
| 14. Involves students in developing curriculum and class procedures (Kort 1992) |
| 15. Students explore alternate problem solutions in a safe environment (Sandberg 1995) |
| 16. Simulates critical thinking and helps students clarify ideas through discussion and debate (Johnson 1973a, 1974a) |
| 17. Enhances self management skills (Resnick 1987) |
| 18. Fits in well with the constructivist approach (Davis, Mahler & Noddings 1990) |
| 19. Establishs an atmosphere of cooperation and helping schoolwide (Deutsch 1975, 1985) |
| 20. Students develop responsibility for each other |
| 21. Builds more positive heterogeneous relationships |
| 22. Encourages alternate student assessment techniques (Rosenshine and Stevens 1986) |
| 23. Fosters and develops interpersonal relationships (Johnson and Johnson 1987) |
| 24. Modelling problem solving techniques by students' peers (Schunk & Hanson 1985) |
| 25. Students are taught how to criticize ideas, not people (Johnson, Johnson & Holubec 1984) |
| 26. Sets high expectations for students and teachers |
| 27. Promotes higher achievement and class attendance (Hagman & Hayes 1986) |
| 28. Students stay on task more and are less disruptive |
| 29. Greater ability of students to view situations from others' perspectives (Development of Empathy) |
| 30. Creates a stronger social support system (Cohen & Willis 1985) |
| 31. Creates a more positive attitude toward teachers, principals and other school personnel by students and creates a more positive attitude by teachers toward their students |
| 32. Addresses learning style differences among students (Midkiff & Thomasson 1993) |
| 33. Promotes innovation in teaching and classroom techniques (Slavin 1980, 1990) |
| 34. Classroom anxiety is significantly reduced (Kessler, Price & Wortman 1985) |
| 35. Test anxiety is significantly reduced (Johnson & Johnson 1989) |
| 36. Classroom resembles real life social and employment situations |
| 37. Students practice modelling societal and work related roles |
| 38. CL is synergystic with writing a across the curriculum (WAC) |

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|---|
| 39. CL activities can be used to personalize large lecture classes |
| 40. Skill building and practice can be enhanced and made less tedious through CL activities in and out of class. (Tennenberg 1995) |
| 41. CL activities promote social and academic relationships well beyond the classroom and individual course (Bean 1995) |
| 42. CL processes create environments where students can practice building leadership skills. (Johnson & Johnson (1990), Bean (1995)) |
| 43. CL increases leadership skills of female students (Bean 1995) |
| 44. In colleges where students commute to school and do not remain on campus to participate in campus life activities, CL creates a community environment within the classroom |
| 45. CL is especially useful in foreign language and ESL courses where interactions involving the use of language are important |
| 46. Allows assignment of more challenging tasks without making the workload unreasonable. (FELDER 1997) |
| 47. Weaker students improve their performance when grouped with higher achieving students (COHEN 1994) |
| 48. Provides stronger students with the deeper understanding that comes only from teaching material (Cognitive Rehearsal). (FELDER 1997) |
| 49. Leads to the generation of more and better questions in class. (FELDER 1997) |
| 50. Jigsaw is an ideal structure for laboratory and design projects (FELDER 1997) |
| 51. CL increases students' persistence in the completion of assignments and the liklihood of successful completion of assignments (FELDER 1997) |
| 52. Provides training in effective teaching strategies to the next generation of teachers (FELDER 1997) |
| 53. Helps students wean themseves away from considering teachers the sole sources of knowledge and understanding (FELDER 1997) |
| 54. CL fits well with the TQM and CQI models of effective management (WALKER 1997) |
| 55. Promotes a learning goal rather than a performance goal (GENTILE 1997) |
| 56. Promotes a mastery attribution pattern rather than helpless attribution pattern (GENTILE 1997) |
| 57. Allows students to exercise a sense of control on task (Sharan and Sharan, Gentile 1997) |
| 58. CL promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution (DAVIS 1997) |
| 59. CL is especially beneficial in mathematics courses (DAVIDSON 1990) |

**Table 1 Benefits of Collaborative Learning**

# CHAPTER III
# METHODOLOGY

## 3.0 Presentation

This chapter presents the research design of the current study, the participants and the procedures of the study.

## 3.1 Research Design

This research is a qualitative study investigating the effects of using collaborative learning activities in English Language Classrooms. Therefore, collaborative Learning activities were designed, structured and modified. As a result of the needs analysis, most of the activities were converted into collaborative learning activities and applied in the Elementary Classroom at Near East University Preparatory School. The instruction within the group was both explicit and implicit, enabling students to engage in more opportunities for developing understanding of meaning.

The researcher then has attempted to describe existing attitudes, beliefs and actual behaviors of participants regarding the collaborative learning activities.

In order to find out the students' opinions, interviews (see appendix 2) were conducted at the end of the course.

## 3.2 Participants

The participants of this study include PF 16 class elementary level students and their teacher, in the fall semester of the 2004-2005 academic years at Near East University Preparatory School.

There were twenty-nine (29) elementary groups but since each class has its own teacher, collaborative learning activities were not implemented in the other PF classes.

None of the research participants were remedial. In other words, they did not fail or repeat the elementary level.

The group was comprised of ten Turkish Cypriot, twenty-two Turkish students, one Bulgarian and one British student. Their ages ranged between seventeen and twenty-two. There were nineteen male and fifteen female participants. Most of the students were from the department of English Language Teaching and the others were from Engineering. When they were informed about the educational purpose of the study, they participated with enthusiasm.

The group teacher graduated from Near East University, Department of English Language Teaching. She has two years of teaching experience at Preparatory School in Near East University.

## 3.3 Procedures

As a procedure, first of all, the researcher has modified the curriculum. The curriculum and the instructions have been altered. In other words, in the other PF classes, principles of traditional learning were applied, but since the researcher used both collaborative learning and traditional learning, she had to prepare the curriculum before the semester started. The instructions were more collaborative. While the researcher was preparing the activities, she had some difficulties because the most important and challenging factor in collaborative learning was the selection of satisfactory in-class activities.

Then, at the beginning of this semester (2004 Fall semester), the researcher introduced her students to the collaborative learning, what collaborative learning was, why they were going to use collaborative learning and what they were going to do during the semester. The optimal group size was three or four members.

In all activities, after the task was explained; group members pulled chairs into close circles and started working on the worksheet. The time was different for each activity. For example, if the activity was about twenty (20) minutes, the students were given twenty (20) minutes to discuss the answers within the group and come to a consensus.

At the end of twenty (20) minutes, each group gave their answers. The group who came up with the correct answer within the twenty (20) minutes allocated, was the winner.

While the students were doing their activities the researcher walked around and asked each group whether or not they understood what they were going to do or if there was/were any unknown word(s) (because while they were working in groups the teacher (the researcher) did not want anyone to interrupt the other groups by asking her questions).

Sometimes, students could choose their partners but mostly the researcher chose them in order to enhance the idea of learning and create opportunities for students to get along with everybody in class. It was a good idea to observe how students work with different peers through the semester. In order not to be monotonous, the teacher sometimes asked students to choose their own groups. If the same students are in the same group all the time, they can not experience how different students think. Another disadvantage was that cliques can be formed within groups.

When the researcher started using collaborative learning activities in her classroom, most of the students were really challenged. The was mainly because some of the group members were competent enough to lead the group in a productive way, therefore the weaker students learned better because they got help from each other.

## 3.4 Data Analysis

The results of the need analysis interviews were interpreted qualitatively and quantitatively through Microsoft Excel program. Open-ended questions were used in the interview questions. The answers given to open ended questions were analyzed by grouping the similar answers under the same category. For each question in the interviews, a frequency table was prepared in order to see what level the most of the students agree or disagree with the idea.

## 3.5 Reliability

For reliable interview analysis, the researcher used interrater reliability. The researcher asked another rater (English instructor) to make judgments on the language produced by the research participant. The interpretations of both raters were discussed and structured according to the aims of the researcher.

# CHAPTER IV
## RESULTS AND DISCUSSION

### 4.0 Results and Discussions

In this chapter, the results of the research will be discussed in detail.

### 4.1 Differences between Collaborative Learning and Traditional Learning

Figure 4.1 shows that twenty seven research participants know the differences between collaborative learning and traditional learning. The research participants stated that they generally work together in small groups in collaborative learning. In other words, collaborative learning provides them several opportunities to interact, practice, learn and to understand the need of working in a group. Students learn to use communication skills as they work to ward a common goal. However, in traditional learning students usually do the activity themselves; they usually compete with each other individually. According to Roger T. and David W. Johnson (1987) a cooperative group has a sense of individual accountability that means that all students need to know the material or spell well for the whole group to be successful.
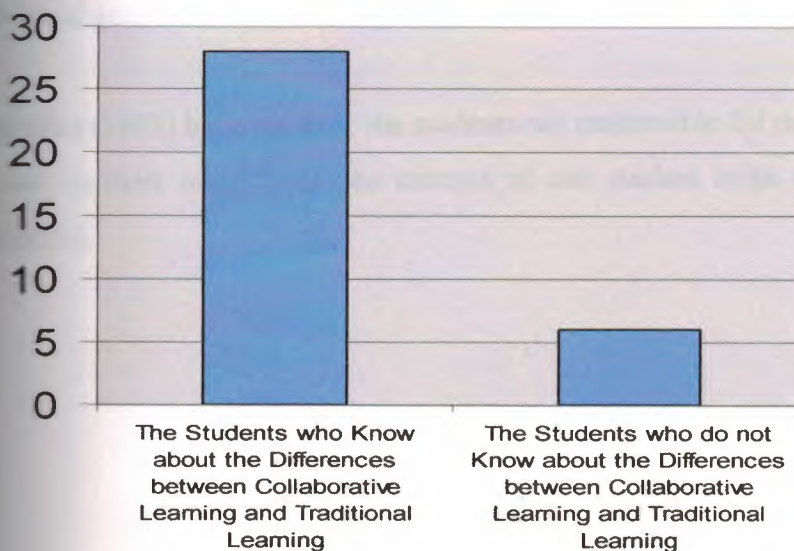


**Figure 4.1 Differences between Collaborative Learning and Traditional Learning**

A few research participants (6) can not find any differences between collaborative learning and traditional learning.

## 4.1.1 Help in Collaborative Learning Classroom

In Figure 4.1.1 all the research participants (34) agree with the following sentences;

- In small groups students can share their ideas and also develop their weaker skills.
- Teacher encourages the students in the group to help each other.
- If a student is not as strong in a subject, or do not fully understand the concept of an idea, his/her partners can help him/her to understand it.

They stated that in order to do their activities while they were in a collaborative learning classroom, everyone in the group should tell ideas and when they put all the ideas together the result will be more helpful. Similarly, Johnson and Johnson (1987) stated that when students work in collaborative teams they should know that "all work for one" and "one works for all".

In addition, in collaborative learning if one student does not understand the subject, first his/her group members try to explain the subject to him/her but if they can not solve the problem, they will ask their teacher and the teacher can help them directly.

Karl A. Smith (1982) emphasizes the balance between positive interdependence – the idea that no student can succeed without the success of the rest of the group – and individual accountability within groups.

Anuradha (1995) believes that, the students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

In Small Groups Students can Share Their Ideas and also develop their Weaker Skills

Teacher Encourages the Students in the Group to Help Each Other

If a Student is not as Strong in a Subject, or do not fully understand the Concept of an idea, his/her partners can help him/her to understand it
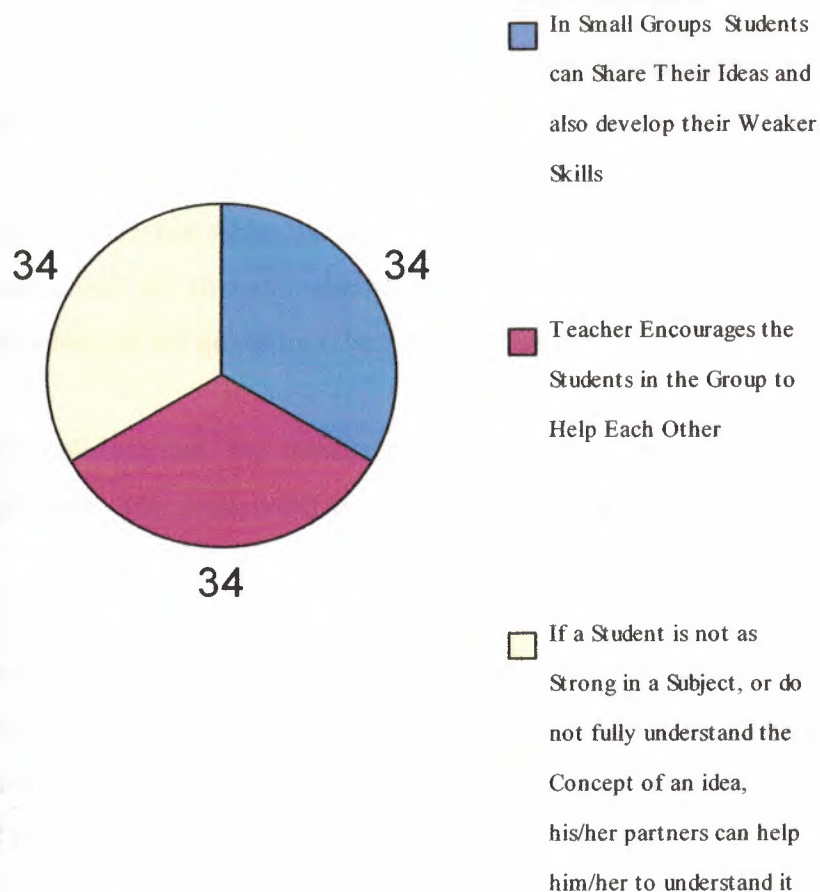
**Figure 4.1.1 Help in Collaborative Learning Classroom**

Bruner (1991) argues that "Collaboration includes the essential elements such as jointly developing and agreeing to a set of common goals and directions, sharing responsibility for obtaining those goals, and working together to achieve those goals, using the expertise of each collaborator."

## 4.1.2 Teachers movement in Collaborative Learning Classroom

As it can be seen from Figure 4.1.2, twenty seven research participants think that, it is better for them when the teacher moves throughout the classroom because they feel more comfortable while doing their activities. They can easily ask any unknown vocabulary to their teacher while the teacher moves throughout the classroom. Also, the teacher can check the students whether they have done their activities or not and she can see whether all the group members are alert or not.

Slavin (1987) believes that, the teacher's role shifts from learning disseminator to learning facilitator. The responsibility for learning shifts from the teacher to the student.

Only five research participants think that it is better when the teacher stands in front of the classroom. This might be because they think that in university, standing in front is better. Another reason might be that when the teacher comes closer, they become nervous and they panic, therefore they can not do their activities.
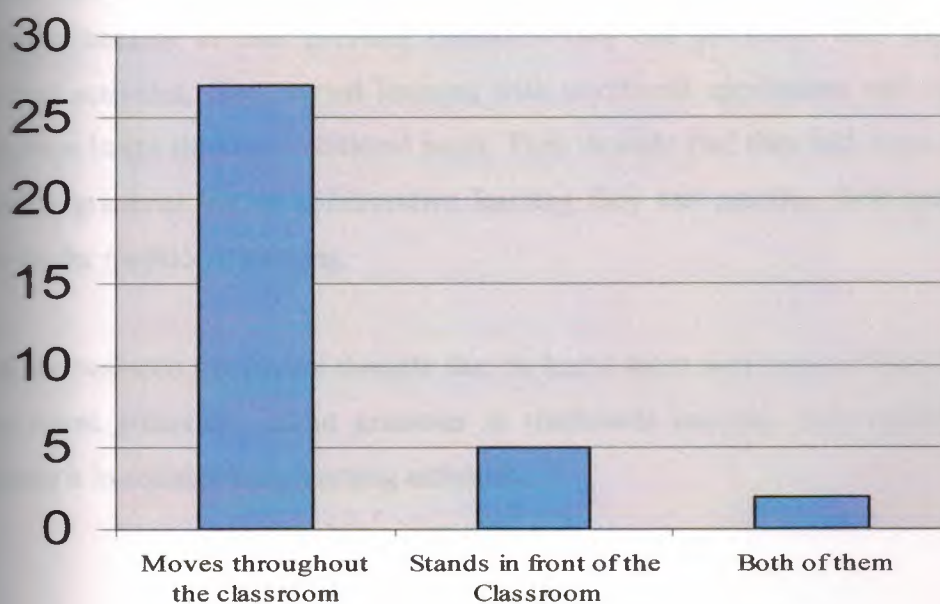


**Figure 4.1.2 Teachers movement in Collaborative Learning Classroom**

Only two research participants think that it does not matter for them if the teacher moves throughout the classroom or stands in front of the classroom.

### 4.1.3 Comparison of Collaborative Learning Activities and Traditional Learning Activities

Figure 4.1.3 shows that the majority of research participants (26) thought that they learnt more with Collaborative Learning activities. By the help of collaborative learning activities they feel more relaxed while they are doing their activities. Collaborative learning activities are more enjoyable and this encourages them to do their work better and understand their lesson because when something is enjoyable, it is not difficult to forget. According to Piaget (1976), when students cooperate as equals, exercise mutual control over the interaction, and share each other's point of view, peer interaction generally facilitates learning. The students felt that in collaborative learning activities they had more opportunities to ask their teacher if they did not understand. And when they work within a group and they can get help from their fellow group members. The activity will be more enjoyable because everyone shares his/her ideas. Collaborative learning activities help the students to improve their speaking skills and according to Yager (1985) collaborative learning develops Oral Communication Skills.

Seven research participants thought that they learnt more with Traditional Learning activities because in their previous education they had not learnt with collaborative learning activities, they started learning with traditional approaches and up to now they have learnt through traditional ways. They thought that they had more chance to practice grammar but in collaborative learning they can practice their speaking, so they prefer traditional learning.

And one research participant thought that he learnt more with both of them because if they learnt something about grammar in traditional learning, they would have to practice it in collaborative learning activities.

30
25
20
15
10
5
0

| Learn More With Collaborative Learning Activities | Learn More With Traditional Learning Activities | Learn More With Both Learning Activities |
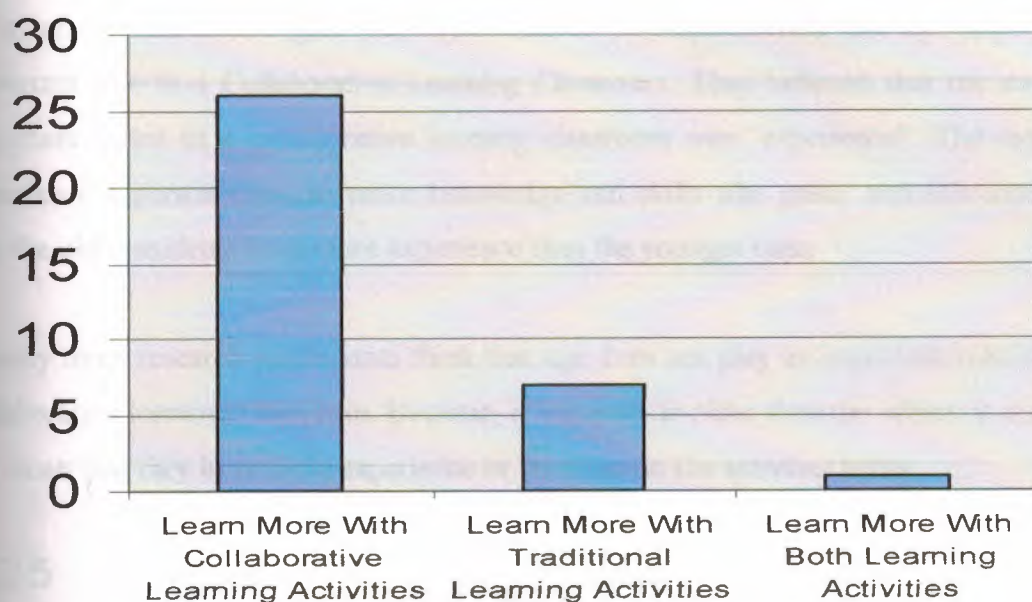
**Figure 4.1.3 Comparison of Collaborative Learning Activities and Traditional Learning Activities**

According to M.B. Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce NCREL, Oak Brook, (1990), in traditional classrooms, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative learning classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students.

Several studies have shown that collaborative learning strategies result in more student involvement with the course and collaborative learning methods are more effective than traditional methods in promoting student learning and achievement (Hiltz, 1998).

## 4.2 The factor of Age in a Collaborative Learning Classroom

As it can be seen from Figure 4.2, eight research participants think that age plays an important role in a Collaborative Learning Classroom. They believed that the most important factor in a collaborative learning classroom was "experience". The more experience a person gets the more knowledge and skills s/he gains, and this shows that the older students have more experience than the younger ones.

Twenty three research participants think that age does not play an important role in a collaborative learning classroom. Because, if someone is older than the others, it does not mean that they have more experience or they can do the activities better.
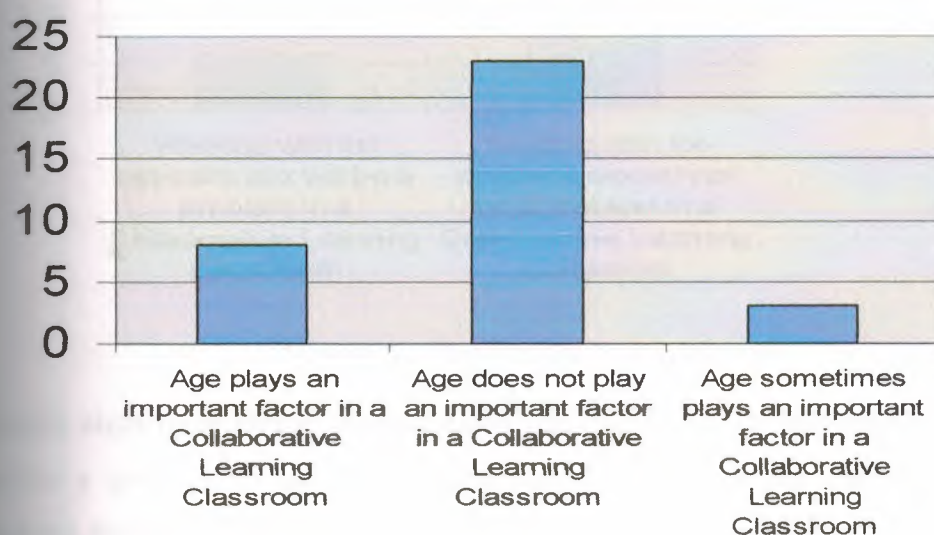


**Figure 4.2 The factor of Age in a Collaborative Learning Classroom**

And three research participants think that age sometimes plays an important role in a collaborative learning classroom. Because in some activities the younger members did better than the older ones, and in other activities it was the reverse, so it is dependent on the activity which is being done.

According to Mayer, (1984); Sweller, (1989); Wittrock, (1990) the less-capable person can learn from the explanations given by the more-capable person. By receiving explanations, the less-skilled individual can correct misconceptions, fill in gaps in her understanding, strengthen connections between new information and previous learning, and develop new problem-solving skills and knowledge.

### 4.2.1 Working with the opposite sex

As illustrated in Figure 4.2.1, for six research participants working with the opposite sex will be a problem during their collaborative learning activities. They stated that "Culture" was the main problem because of their religion and beliefs. If someone sees the girls are working with boys they misunderstand, so at that point culture plays an important role.
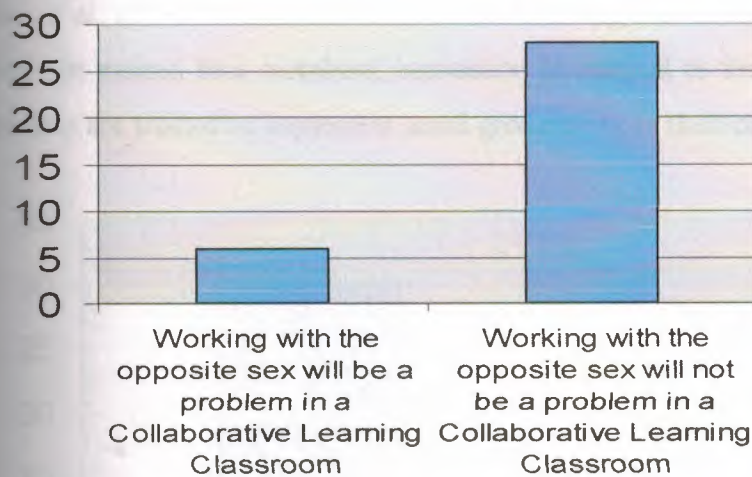


**Figure 4.2.1 Working with the opposite sex**

Twenty eight research participants stated that working with the opposite sex would not be a problem during their collaborative learning activities. Most of the male students thought that it would be better to work with girls and some of the female students thought that working with boys would be more interesting because they had more interesting ideas. For one female student it was better for her to work with male students because it helped her to learn how they communicated as some of the students in our classroom are narrow-minded, due to their culture. As a result, by the help of collaborative learning, it is hoped they may open their minds.

Webb (1984) found that, the males and females had similar interaction patterns. However, in gender-imbalanced groups, the females' experiences were detrimental to their achievement because in majority – male groups, the females tended to be ignored as males focused their attention on other males. In majority – female groups, the females gave more help to the males than they gave to other females. In both majority – male and majority female groups, boys obtained higher learning outcomes than the girls even though they were of similar ability.

### 4.2.2 The number of the students in the Collaborative Learning Groups

In Figure 4.2.2 most of the research participants (30) think that working in a small group is better in collaborative learning classroom because there will be three or four students in a group. It is thought that all the students will be more attentive to the subject, share their ideas and therefore easier to divide different activities between themselves.

Lou et al. (1996) found that cooperative learning can be enhanced when group size does not exceed four members, instruction is adapted to the needs of the group, and teachers are trained to implement small group work in their classroom.
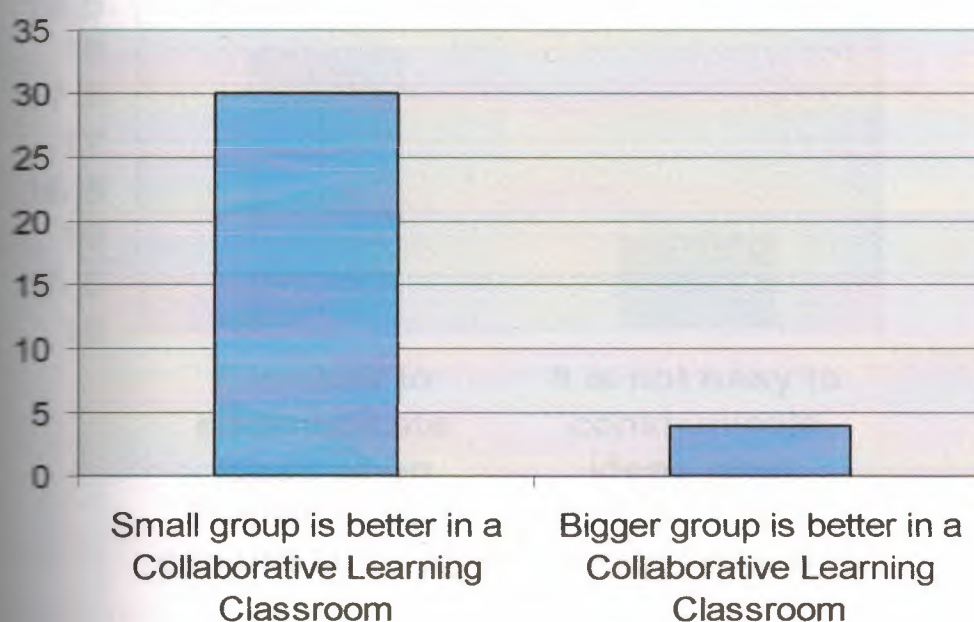


**Figure 4.2.2 The number of the students in the Collaborative Learning Groups**

Four research participants think that starting to work in big groups is better in collaborative learning classroom because there are more than five or six students in a group and a lot of ideas come together, so their activity will produce better results.

Karl A. Smith (1982) suggests starting out with small groups so that the students become accustomed to the different roles necessary for effective groups before moving to larger groups.

### 4.2.3 Communication in the Second Language

Figure 4.2.3 shows that eighteen research participants think that it is easy for them to communicate their ideas in a second language.

Sixteen research participants think that it is not easy for them to communicate their ideas in a second language. For some of them the problem is that they speak Turkish everywhere and they do not have any chance to practice English in their life. And for some of them, the problem is that they are shy students and they do not want anyone to laugh at them when they make mistakes while speaking.
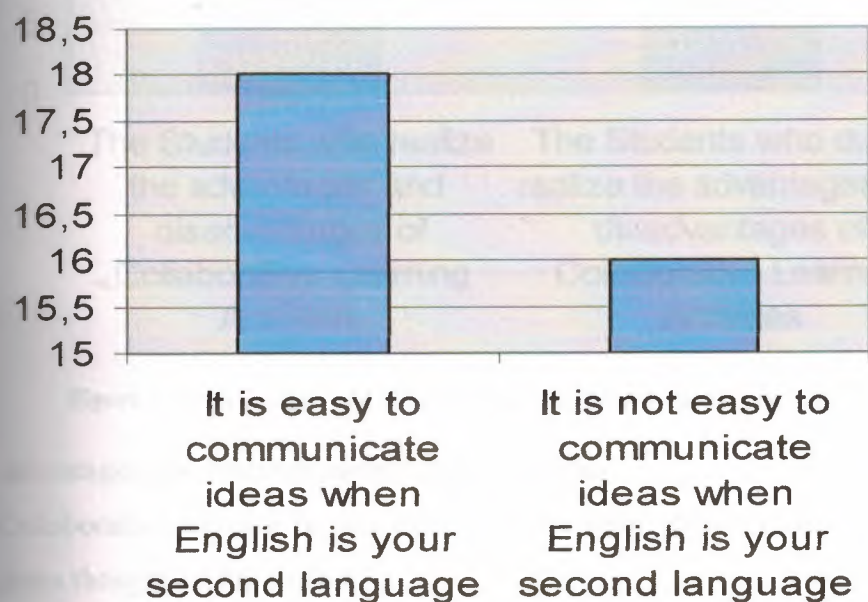


**Figure 4.2.3 Communication in the Second Language**

## 4.3 Advantages and disadvantages of Collaborative Learning Activities

As it can be seen from Figure 4.3, twenty five research participants realize the advantages and disadvantages of collaborative learning activities.
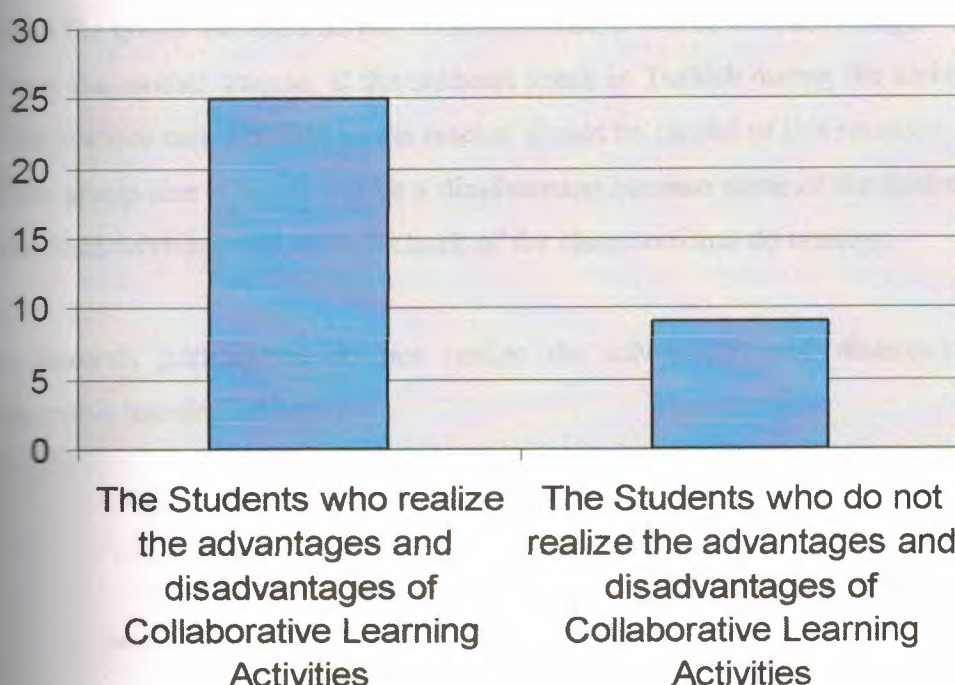


Figure 4.3 Advantages and disadvantages of Collaborative Learning Activities

As advantages; the research participants stated that,

1. Collaborative learning helped them to share their ideas and learn what the other students thought on the subject.

2. By the help of collaborative learning they had a chance to improve their speaking, reading, vocabulary and writing skills.

3. The quiet or shy students were more active during the collaborative learning activities.

4. In a group, the activity was solved easier and faster.

5. Collaborative learning activities helped them to become aware of their responsibilities within a group. They learn not to forget that in a group all the members must take part and each group member is responsible for their own part of the activity. So in order to complete the activity successfully, everyone must pay attention.

The research participants stated the following disadvantages:

1. If all the group members do not participate equally, it will be a disadvantage.

2. If someone does not do anything during the activity and just copies the answers, it will be a disadvantage because s/he can not learn.

3. When the group members do not cooperate well, it will be a disadvantage.

4. Using the mother tongue. If the students speak in Turkish during the activity, they can not practice their English, so the teacher should be careful of this situation.

5. If the group size is big, it will be a disadvantage because some of the students, who are not hard working, will sit at the back of the classroom and do nothing.

Nine research participants do not realize the advantages and disadvantages of collaborative learning activities.

## 4.3.1 The advantages and disadvantages of Collaborative Learning observed by the researcher

| Advantages | Disadvantages |
| --- | --- |
| By the help of Collaborative learning activities students know their classmates and establish good relationships to help each other in the future. | . While students are working together they use their mother tongue |
| Working with others helps people to interact and deal with different kinds of people. | . It is difficult for the teacher to control the students as s/he is monitoring each group individually. |
| Small groups have helped you make sense of the material faster and with less anxiety than working alone. | . Some groups may go too fast for one person and that person feels lost so s/he just copies. |
| While you are working in collaborative learning activities you can learn to express your ideas and concerns and accept others' ideas and concerns. | . One person may take control and not allow others to share their knowledge. |
| Students can relate to one another more easily than to a teacher. | . More quiet people may not feel comfortable expressing themselves and their ideas with a group. |
| Collaborative learning activities help the students to practice their communication skills. | . Some group members may not contribute to the activity, therefore one or two people end up doing all the work. |

**Table 2 Advantages and disadvantages of collaborative learning**

Figure 4.3.1 shows that thirty research participants which is a large number agree with the above situations and this shows that they know the advantages and disadvantages of collaborative learning activities.

According to Webb & Farivor, (1994) children may be more aware than their teachers of what other students do not understand and will often provide explanations that are better at clarifying their fellow students' misconceptions.
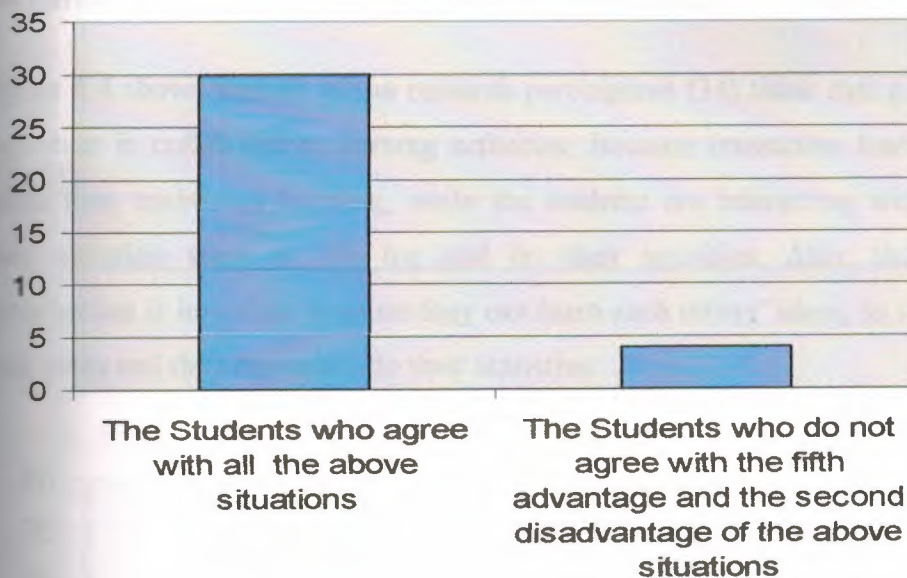
**Figure 4.3.1 The advantages and disadvantages of Collaborative Learning observed by the researcher**

According to Yager (1985) Collaborative Learning develops Oral communication skills and Social interaction skills.

According to Johnson and Johnson (1987) Collaborative Learning fosters and develops interpersonal relationships.

Classroom anxiety is significantly reduced (Kessler, Price & Wortman 1985).

As students work cooperatively together, they learn to engage in processes of shared thinking which helps them to not only gain a better understanding of the perspectives of others but also to build on their contributions to develop new understandings and knowledge (Brown & Campione, 1994; Rogoff, 1994).

Four research participants do not agree with the fifth advantage and the second disadvantage of the above situations. Two of them indicated that "students do not relate to one another more easily than to a teacher" and one of them indicated that "may be they relate to one another more easily than to a teacher". This shows that these three students disagree with this situation. One of them said that it was not difficult for the teacher to control the students as s/he was monitoring each group individually.

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## 4.4 Participation in Collaborative Learning Activities

Figure 4.4 shows that all of the research participants (34) think that participation is important in collaborative learning activities. Because interactive learning is much better than traditional learning, while the students are interacting with something, their attention stays on the top and do their activities. Also, they think that participation is important because they can learn each others' ideas, so they can share their ideas and they can easily do their activities.
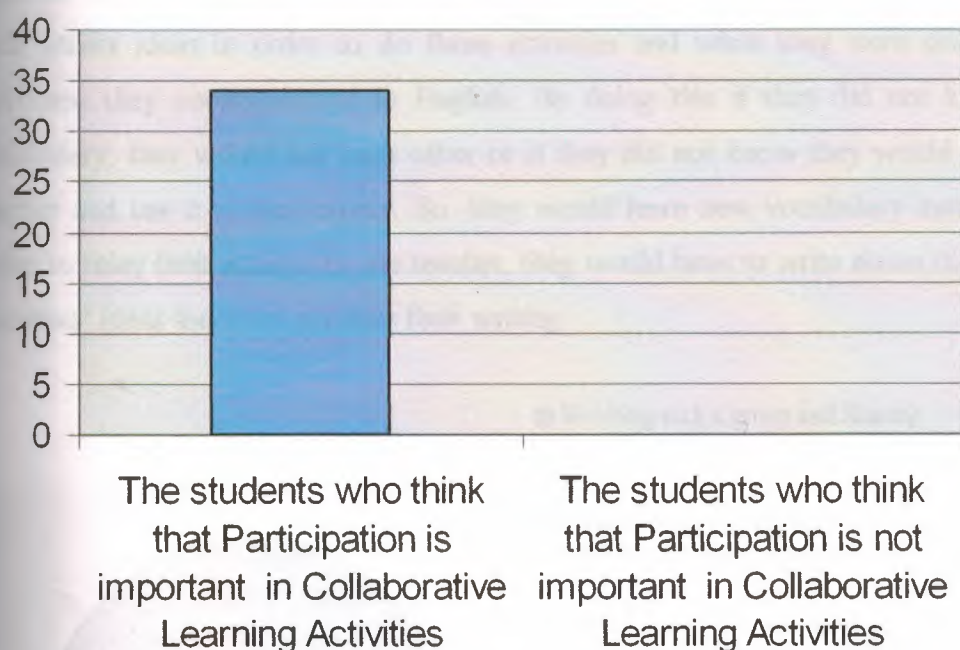


**Figure 4.4 Participation in Collaborative Learning Activities**

Mercer (1996) noted that a key factor that seemed important for success of learning was the requirement that children communicate and collaborate to solve a problem rather than just being allowed to do.

The social skills that have been identified that facilitate communication include: listening to each other during group discussions; acknowledging others' ideas and considering their perspective on issues; stating ideas freely; resolving conflicts democratically; sharing tasks equitably; and allocating resources fairly among group members ( Egan, 1997; Johnson, Johnson, Dudley, Mitchell, & Fredrickson, 1997).

### 4.4.1 Experience gained through Collaborative Learning Activities

Figure 4.4.1 shows what kind of experience the students have gained through collaborative learning activities.

Fourteen research participants learned how to improve different kinds of skills through collaborative learning activities. They indicated that, while they were doing these activities, they improved their vocabulary, speaking, writing and reading skills. Because during these activities, they talked with their group members, they shared each others ideas in order to do these activities and while they were doing these activities, they communicated in English. By doing this if they did not know any vocabulary, they would ask each other or if they did not know they would ask their teacher and use it in the activity. So, they would learn new vocabulary items and in order to relay their activity to the teacher, they would have to write down their group members' ideas therefore practice their writing.

□ Working with a group and Sharing ideas

■ Having good relationships and improve different kinds of skills

□ Working with a group, having good relationships and improve different kinds of skills
□ Improve different kinds of skills

■ Sharing ideas, having good relationships and improve different kinds of skills
□ The students who did not gain any experience through Collaborative Learning Activities

**Figure 4.4.1 Experience gained through Collaborative Learning Activities**

Seven research participants stated that they learnt how to improve different kinds of skills relationships. Through the help of collaborative learning activities, students learnt how to help each other and in each collaborative learning activity, students

changed their groups and worked with the other students therefore, improving to have good relationships with their friends.

Five research participants learnt how to work with a group and share ideas through collaborative learning activities. They believed that before doing these activities, they did not know how to work together in a group. At first, it was difficult for them but when they shared their ideas and put them together, they saw that working collaboratively was more beneficial than working on their own.

# CHAPTER V

## SUMMARY, CONCLUSION, AND RECOMMENDATIONS

### 5.1 Presentation

This chapter presents the summary of the study, conclusion of the study and recommendations for further research.

### 5.1 Summary

Learning a second language can be very different from learning a first. English language teaching methods have been changing day by day according to the students' needs and interests. Therefore, the syllabus is prepared to consider these changes and provide more useful activities for the students. All the activities were prepared both in Collaborative Learning and Traditional Learning.

At Near East University Preparatory School, the students are learning general English in order to follow the syllabus which includes materials in the course book. However, it is observed that the students are not able to use English fluently and accurately at a satisfactory level at the end of the Elementary course. Thus, this study aims to investigate the students' perceive needs and interests through using Collaborative Learning in Second Language Learning.

Collaborative learning is an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical.

However, Traditional approach is focused on mastery of content, with less emphasis on the development of skills and nurturing of inquiring attitudes. The current system of education is teacher centered, with the teacher focused on giving out information about "What is known". Students are the receivers of information, and the teacher is the dispenser. Much of the assessment of the learner is focused on the importance of

"one right answer". Traditional education is more concerned with preparation for the next grade level and in-school success than with helping a student learn to learn throughout life.

In contrast, Collaborative learning is more focused on using and learning content as a means to develop information-processing and problem solving skills. The system is more students centered, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know". Students are more involved in the construction of knowledge through active involvement. Collaborative learning is concerned with in-school success, but it is equally concerned with preparation for life long learning.

Cooperative learning may be one way to promote social support within classrooms as students work together to maximize each other's learning through positive rather than negative forms of social interdependence. Positive social interdependence is likely to be achieved in classrooms where learners work cooperatively in small groups according to the principles of positive goal and resource interdependence. As such, students divide work and share resources among themselves in order to achieve common goals, ensuring that all members learn assigned material. Positive social interdependence may also promote cohesion and solidarity among learners. Meanwhile, negative interdependence results from inappropriate competition when students engage in a win-lose struggle to see who is best. Similarly, neutral interdependence prevails in classrooms where students "work independently on their own learning goals at their own pace and their own space to achieve a pre-set criterion of excellence" (Johnson and Johnson, 1994, 3).

Thirty four (34) preparatory school students participated in the study and worked in three or four person, mixed gender and achievement groups. The results showed that the students in the structured groups were more willing to work with others on the assigned tasks and they provided more elaborate help and assistance to each other than their peers in the unstructured groups.

To conclude, the research study showed that providing students with the opportunity to work cooperatively together on a regular basis in structured collaborative groups

encourages students to be more involved with each other, to actively promote each other's learning, and to develop those social behaviours that encourage participation in the group's activities. When this happens students are likely to feel more committed to the group and more willing to promote its goals.
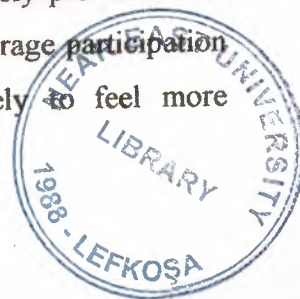
## 5.2 Conclusion

### 5.2.1 The differences between the role of the teachers and learners in a collaborative learning classroom and traditional learning classroom

According to the research results, Collaborative Learning differs from Traditional Learning because students work together rather than compete with each other individually.

In Collaborative Learning the teacher moves from the position at the front of the classroom to a consultant or expert advisor who moves throughout the classroom. The teacher must encourage everyone in the group to help each other. In addition to helping to structure the cooperation between the students, the teacher's role should include five principle strategies (Johnson, 1991, pa.62):

1- Clearly specifying the objectives for the lesson.
2- Making certain decisions about placing student in learning groups before the lesson is taught.
3- Clearly explaining the tasks and goal structure to the students.
4- Monitoring the effectiveness of the cooperative learning groups and intervening to provide tasks assistance (such as answering questions and teaching task skills or to increase students' interpersonal and group skills).
5- Evaluating the students' achievement and helping students discuss how well they collaborated with each other.

Considering objectives, the teacher needs to take into account both the academic objective and those of collaborative skills. This idea differs from that of establishing objectives in the traditional classroom. For example; in collaborative learning the teacher would have an objective for learning grammatical points as well as for encouraging positive interdependence. The teacher will need to decide on the group size according to such factors as the type of task being asked of the students, the

abilities of the students and the time for the classroom activity. Students in groups will have more chance to learn from one another but they will need to have the skills to make sure everyone participates equally.

## 5.2.2 The learners' personal factors in a collaborative learning classroom

According to the findings the learners' personal factors were not significant in a collaborative learning classroom. The first personal factor that did not affect most of the students was; the factor of age because the students stated if someone was older than the other students in the classroom it would not mean that s/he could do the activity better than the younger ones. The most important thing here is that, the less capable students can learn from the explanations given by the more capable students. According to Cohen (1994), weaker students improve their performance when grouped with higher achieving students. The second personal factor that played an important role was; working with the opposite sex. Most of the students feel comfortable working with the opposite sex, because if a person likes to work with other people, it makes group work a lot easier and fun but if a person does not like to work with other people, it makes the work a lot harder. The third personal factor that played an important role was the number of students in collaborative learning classroom. The number of students in a group should be three or four and according to Lou et al. (1996) cooperative learning can be enhanced when group size does not exceed four members. In collaborative learning students generally work together in small groups. These are face to face groups. Collaborative learning provides students with several opportunities to interact, practice, and learn and to understand the need of working in a group. Students learn to use communication skills as they work toward a common goal. The students help one another because they know that when they work together they get a better result. The fourth personal factor that plays an important role was communication in the second language. For most of the students it was not difficult to communicate their ideas in a second language but for the rest of the students it was difficult. The researcher believes that if English is not someone's first language, it may take him/her a little longer to communicate. In the class, the teacher considers everyone as equal and has equal chance to achieve and because English is a second language, some students will definitely feel uncomfortable. These students tend to be much quieter and do not participate as much.

### 5.2.3 The advantages and disadvantages of working with others

According to the findings, concerning the advantages and disadvantages of collaborative learning, collaborative learning is a great teaching strategy that makes learning more fun, interesting, and understanding. The advantages of collaborative learning far outweigh the disadvantages. Collaborative learning is great because it allows different brains to concentrate on the same ideas. If you are not strong in a subject, or do not fully understand concept or an idea, your partner can help you understand and even explain it to you. Team work also helps narrow down jobs to be done. Disadvantages present with collaborative learning are often brought upon by lazy or weaker students. When one person in the group does not pull his weight it makes extra work for the other students in the group. Another disadvantage is if your partner does not understand the information at all. This can slow the activity down because you have to explain before you can actually start doing the activity.

### 5.2.4 The educational results of collaborative learning classrooms

The educational results of collaborative learning classroom showed us how participation in learning communities shaped learner experiences, especially in the classroom. In collaborative learning participation is important before, during and after learning. Before learning, students set goals and plan learning tasks; during learning they work together to accomplish tasks and monitor their progress. And after learning, they assess their performance and plan for the future learning. In order to do these, students should participate with each other.

### 5.3 Recommendations for further research

In order to prepare the syllabus, it is very important to prepare materials about the students' language needs and interests. The syllabus should include both the collaborative learning and traditional learning. The instructions should be more collaborative.

The researcher recommends that in a collaborative classroom the major goal is to guide students from the earliest school years to evaluate their own learning. Thus, a

new responsibility of self-assessment is encouraged, a capability that is fostered as students assess group work. In a collaborative classroom, assessment means more than just assigning a grade. It means evaluating whether the student has taught what s/he intended to learn, and the effectiveness of learning strategies. The quality of materials and decisions about which materials reflect the student's best work, is also evaluated as well as the usefulness of the materials used in a task. Finally, whether future learning is needed and how that learning might be realized.

Collaborative classrooms are natural places in which students learn self-assessment because decisions about materials and group performance are shared, students feel freer to express doubts, feelings of success, remaining questions and uncertainties than when they are evaluated only by a teacher.

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# APPENDIX A

## SYLLABI

# COLLABORATIVE LEARNING AND TRADITIONAL LEARNING SYLLABI

| | Grammar Points | Vocabulary | Reading & Listening | Task & Speaking | Writing |
|---|---|---|---|---|---|
| **Week 1 (27th September- 1st October) Modules 1 and 2** | **Module 1** <br> be: names & countries <br> be: personal information <br> be: personal questions <br> .indefinite articles: a, an; jobs <br> **CLA:** <br> WB Possessive adjectives <br> . The English Class (Personal information; third person of to be) <br> . Countries <br> . Jobs <br> . Countries & nationalities | Names & Countries <br> WB Vocabulary booster Countries & Nationalities | Listening: Listening for personal information <br> WB Listen and read: Four people | Preparation for task: read a document and check information <br> Task: Use documents to exchange information about two people (Speaking) <br> **CLA:** <br> . Show students some cards of different countries and tell them to speak about the famous actor's, sportswoman's etc... in your country | Writing: Complete personal details on a form <br> WB Improve your writing. Addresses in English <br> WB Punctuation: Capital letters <br> **CLA:** <br> Writing: Write a small paragraph about the famous actor's, sportswoman's etc... in your country |
| | **Module 2** <br> .this, that, these and those <br> .have got / has got <br> .possessive's <br> **CLA:** <br> . Asking questions (possessive adjectives and's) | Everyday objects; Family Vocabulary <br> WB Vocabulary booster. More everyday objects <br> **CLA:** <br> .What's this? <br> This, that, these, those (Everyday objects) <br> . Family vocabulary | Reading & Speaking: My favourite thing! <br> WB Listen and read: A famous family <br> **CLA:** <br> Listening: Someone talking about his/her family tree | Preparation for task: Draw a family tree and talk about your own family (Speaking) <br> **CLA:** <br> . have got/ has got <br> Task: Talk about what you have got / haven't got with you and then guess what your partner has got / hasn't got in his /her pocket or bag (Speaking) | WB Spelling: Plurals <br> WB Writing : people in your family <br> **CLA:** <br> Writing: The Family (Students look at the information that were given them and write the names of the family in the correct place on their family trees) |
| **Week 2 (4th – 8th October) Modules 3 and 4** | **Module 3** <br> Present Simple questions (I, you, we and they) <br> Present Simple: positive & negative <br> **CLA:** <br> . Prepositions of time <br> . Present Simple statements and negatives with I (Who am I?) | Common Verbs <br> WB Vocabulary booster: buildings <br> **CLA:** <br> .Common Verbs | Reading: Life in Britain Find the times from information <br> WB Listen and read: Studying in South Korea | Preparation for task: identify the topic of short conversations (Listening) <br> Task: Find six things in common with a partner (Speaking) <br> **CLA:** <br> . Who am I? <br> . Pronouns stars <br> . Time pulionulom | Writing: Write about the difference between your country & Britain. <br> WB Improve your writing: commas (,), full stops (.), and, but. <br> **CLA:** <br> Writing: Write the differences between Turkey and Cyprus (As a group work) |

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| **Module 4**<br>.Present Simple (he and she; like... ing)<br>.Present Simple questions he and she<br>.Activity verbs and adverbs of frequency<br><u>CLA:</u><br>. Things you love and hate (Present Simple; like + -ing).<br>. Always, sometimes, never (Present Simple; adverbs of frequency) | Likes and dislikes<br><u>WB</u> Vocabulary booster:<br>Everyday activities | Reading: An Englishwoman in California<br>Listening: Radio interview with an American in England<br><u>WB</u> Listen and Read: An Englishman's home<br><u>CLA:</u><br>.Students talk about themselves (what they like / dislike, hate and love) | Preparation for task: Read an e-mail from Laura and answer questions<br>Task. Read replies to Laura's e-mail and choose the best e-mail friend for Laura (Speaking)<br><u>CLA:</u><br>. Things you love and hate (Students in groups should choose someone in the class and write down a small paragraph about him / her by using likes, dislikes, loves and hates)<br>. Always, sometimes, never (by using these time expressions students in groups should write at least 12 sentences about your teammates) | Writing: a paragraph about a foreigner who lives in your country<br><u>WB</u> Improve your writing: a paragraph about a friend |
| **Week 3 (11th – 15th October)**<br>Modules 5 and 6<br><br>**Module 5**<br>.Articles: the, a, an and zero<br>.Can and can't<br><u>WB</u> Adverbs | Means of transport<br>Most, a lot of, some not many<br><u>WB</u> Vocabulary booster:<br>Travel<br><u>CLA:</u><br>.Transport crossword (Vocabulary related to transport9 | Reading: Transport facts<br>Listening. How to go to…<br><u>WB</u> Listen and read.<br>Transport statistics<br><u>CLA:</u><br>.The perfect holiday | Preparation for task: listen to people answering questions about transport<br>Task: prepare and conduct a class survey on transport (Speaking) | Writing: Complete an Internet booking form for train tickets.<br><u>WB</u> Improve your writing:<br>Complete an immigration form<br><u>CLA:</u><br>.Writing: Two-week Holiday in Helena Island (Students in groups should read the information about the four hotels and decide what they can / can't do in these hotels then choose one of them and write down in which hotel they are going to stay) |

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| Week 4 (18th – 22nd October) Modules 7 and 8 | **Module 6**<br>.There is and there are<br>.Some and any<br>.How much? And How many? | Food: Countable and Uncountable nouns<br>WB Vocabulary booster: things to eat | Reading: Healthy Eating! Listening: 'Waiter! Waiter!' jokes<br>WB Listen and read: a recipe<br>**CLA:**<br>.Sports stars (Read about the Sports stars) | Preparation for task: listen to someone describing a picture. Task: ask and answer questions to compare two pictures (Speaking) | WB Improve your writing: Describe food from your country<br>**CLA:**<br>.Sports stars in your country (While students work in groups they should write a small paragraph for each sports stars in their country) |
| | **Module 7**<br>.Past Simple: was and were<br>.Past Simple: Regular and irregular verbs<br>**CLA:**<br>. **The history quiz**<br>.**Past Tense Drill (Regular and irregular verbs)** | Past time phrases<br>WB Vocabulary booster: common verbs | Reading: Ordinary lives, important ideas<br>Listening: My great-grandfather<br>WB Listen and read: The strange soldier<br>**CLA:**<br>. **Ordering puzzle (Students read the summary of the story after they arranged the sentences)** | Preparation for task: Listen to someone describing different times in her life<br>Task: talk to a partner about different times in your life (Speaking) | WB Improve your writing<br>Time linkers<br>**CLA:**<br>.**Writing: students in groups should arrange the summary of the story which is set down in wrong order short concise sentences.** |
| | **Module 8**<br>.Past Simple: negative<br>.Past Simple: question words<br>**CLA:**<br>John Wayne (Past Simple and question words) | Shops and shopping<br>Vocabulary booster: a supermarket<br>**CLA:**<br>.Safe at last! (New words) | Reading: Street Markets Around the World<br>WB Listen and read: Four wonderful machines<br>**CLA:**<br>.Predicting Story ( Students take turns to go outside and read the passage on the wall)<br>.John Wayne – An All – American Hero (Reading) | Preparation for task: identify What is happening in some pictures.<br>Task: Use the pictures to invent a story (Writing) | WB Improve your writing: a diary<br>**CLA:**<br>.Students in groups should write the messages which is related to the Reading passage from their friends in order to answer the questions which is related to the Reading passage.<br>.Students in groups should write down the summary of John Wayne – An All – American Hero |

| Week 5 (25th – 28th October) Modules 9 and 10 | Module 9 .Comparative adjectives .Superlative adjectives | Shops and shopping Vocabulary booster: a supermarket CLA: .Shopping crossword | Reading: Street Markets Around the World WB Listen and read: Four Wonderful machines | Preparation for task: listen to people talking about souvenirs. Task: decide on the best souvenirs for different people (Speaking) CLA: .Speaking: A Superlative survey | Writing: Write a paragraph about a market you know WB Improve your writing: describe a place CLA: . New Year's Eve (writing) While students are working in groups they should write down as many difference as possible between Picture A and Picture B. Picture A is about the Jones family on New Year's Eve 1995 and Picture B is about the same family on New Year's Eve in the year 2000. Students must use Comparative adjectives in their sentences. .Students in groups are going to write some notes about their friends and they must use Superlative Adjectives in their sentences. |
|---|---|---|---|---|---|
| | Module 10 .Present Continuous .Present Simple and Present Continuous | Describing people; clothes CLA: .Identity parades | Listening: jobs with uniforms WB Listen and read: Street Style | Preparation for task: answer questions about a picture and listen to someone describing it. Task: add details to a picture then ask and answer questions with a partner (Speaking) CLA: .What's Sam doing? (Speaking) | Writing: Write sentences to describe someone WB Spelling-ing forms WB Improve your writing: correcting mistakes CLA: .What's Sam doing? (Students in groups are going to write sentences about What's Sam doing by using Present Continuous Tense) .A letter home |

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| **Week 6 (1st – 5th November)**<br>**Modules 11 and 12**<br><br>Module 11<br>.Can and can't for ability<br>.Question words<br><u>CLA:</u><br>.The dinner party (Question words and tenses) | Animals<br><u>WB</u> Vocabulary booster: animals | Reading: Amazing animal facts!<br>Listening: Man's best friend<br><u>WB</u> Listen and read: The animal world<br><u>CLA:</u><br>.The numbers game (Listening) | Preparation for task: do a general knowledge quiz and listen and check your answers.<br>Task: Write quiz questions in groups then do a class quiz.<br><u>CLA:</u><br>.The numbers game (different ways of saying numbers) | Optional writing: write questions to test your teacher's general knowledge<br><u>WB</u> Improve your writing: punctuation |
| Module 12<br>.Future intensions: going to, would like to and want to<br><u>CLA:</u><br>.Suggestions and offers<br><u>CLA:</u><br>.Future walkabout (Future intensions: going to, would like to and want to) | Going out and staying in<br><u>CLA:</u><br>.The school party | Listening: listen to someone talking about the whether in Canada<br><u>WB</u> Listen and read: the world weather report | Preparation for task: Read descriptions of three places then listen to people discussing plans for a day out.<br><u>CLA:</u><br>.The school party (students in groups are going to organize a party for the whole school. Students should decide and speak with each others about the school party. (Speaking)) | <u>WB</u> Improve your writing: a popular holiday place.<br><u>CLA:</u><br>.The school party (Writing) |
| **Week 7 (8th – 12th November)**<br>**Modules 13 and 14**<br><br>Module 13<br>.Present Perfect<br>.Articles: the, a, an and zero<br><u>CLA:</u><br>.Life boxes (Present Perfect statements) | Ways of communicating<br><u>WB</u> Vocabulary booster: forms of communication | Reading: Betting in touch through the ages | Preparation for task: Read three class web pages<br>Task: plan a class web page (Speaking & Writing)<br><u>CLA:</u><br>.On the phone (Language for telephoning) (Speaking) | <u>WB</u> Improve your writing: a note |

# TRADITIONAL LEARNING SYLLABUS

| | Grammar Points | Vocabulary | Reading & Listening | Task & Speaking | Writing |
|---|---|---|---|---|---|
| **Week 1 (27th September- 1st October) Modules 1 and 2** | **Module 1** be: names & countries; be: personal information; be: personal questions; indefinite articles: a, an; jobs; WB Possessive adjectives | Names & Countries; WB Vocabulary booster Countries & Nationalities | Listening: Listening for personal information; WB Listen and read: Four people | Preparation for task: read a document and check information; Task: Use documents to exchange information about two people (Speaking) | Writing: Complete personal details on a form; WB Punctuation: Capital letters; WB Improve your writing. Addresses in English |
| | **Module 2** this, that, these and those; have got / has got; possessive 's | Everyday objects; WB Vocabulary booster. More everyday objects | Reading & Speaking: My favourite thing! WB Listen and read: A famous family | Preparation for task: Draw a family tree and talk about your own family (Speaking) | WB Spelling: Plurals WB Writing : people in your family |
| **Week 2 (4th – 8th October) Modules 3 and 4** | **Module 3** Present Simple: questions (I, you, we and they); Present Simple: positive & negative; Prepositions of time | Common Verbs WB Vocabulary booster: buildings | Reading: Life in Britain Find the times from information; WB Listen and read: Studying in South Korea | Preparation for task: identify the topic of short conversations (Listening) Task: Find six things in common with a partner (Speaking) | Writing: Write about the difference between your country & Britain. WB Improve your writing: commas (,), full stops (.), and, but. |
| | **Module 4** Present Simple (he and she; like... ing); Present Simple questions he and she; Activity verbs and adverbs of frequency | Likes and dislikes WB Vocabulary booster: Everyday activities | Reading: An Englishwoman in California Listening: Radio interview with an American in England; WB Listen and Read: An Englishman's home | Preparation for task: Read an e-mail from Laura and answer questions Task: Read replies to Laura's e-mail and choose the best e-mail friend for Laura (Speaking) | Writing: a paragraph about a foreigner who lives in your country WB Improve your writing: a paragraph about a friend |
| **Week 3 (11th – 15th October) Modules 5 and 6** | **Module 5** Articles: the, a, an and zero; Can and can't; WB Adverbs | Means of transport Most, a lot of, some not many; WB Vocabulary booster. Travel | Reading: Transport facts Listening: How to go to...; WB Listen and read. Transport statistics | Preparation for task: listen to people answering questions about transport Task: prepare and conduct a class survey on transport (Speaking) | Writing: Complete an Internet booking form for train tickets. WB Improve your writing: Complete an immigration form |

| Week / Module | Grammar | Vocabulary | Reading / Listening / Task | Writing |
|---|---|---|---|---|
| **Week 4 (18th – 22nd October) Modules 7 and 8** | **Module 6** .There is and there are .Some and any .How much? And How many? | Food: Countable and Uncountable nouns WB Vocabulary booster: things to eat | Reading: Healthy Eating! Listening: 'Waiter! Waiter!' jokes WB Listen and read: a recipe | Preparation for task: listen to someone describing a picture. Task: ask and answer questions to compare two pictures (Speaking) | WB Improve your writing: Describe food from your country |
| | **Module 7** .Past Simple: was and were .Past Simple: Regular and irregular verbs | Past time phrases WB Vocabulary booster: common verbs | Reading: Ordinary lives, important ideas Listening: My great-grandfather WB Listen and read: The strange soldier | Preparation for task: Listen to someone describing different times in her life Task: talk to a partner about different times in your life (Speaking) | WB Improve your writing Time linkers |
| | **Module 8** -Past Simple: negative -Past Simple: question words | Shops and shopping Vocabulary booster: a supermarket | Reading: Street Markets Around the World WB Listen and read: Four wonderful machines | Preparation for task: identify What is happening in some pictures. Task: Use the pictures to invent a story (Writing) | WB Improve your writing: a diary |
| **Week 5 (25th – 28th October) Modules 9 and 10** | **Module 9** .Comparative adjectives .Superlative adjectives | Shops and shopping Vocabulary booster: a supermarket | Reading: Street Markets Around the World WB Listen and read: Four Wonderful machines | Preparation for task: listen to people talking about souvenirs. Task: decide on the best souvenirs for different people (Speaking) | Writing: Write a paragraph about a market you know WB Improve your writing: describe a place |
| | **Module 10** .Present Continuous -Present Simple and Present Continuous | Describing people; clothes | Listening: Jobs with uniforms WB Listen and read: Street Style | Preparation for task: answer questions about a picture and listen to someone describing it. Task: add details to a picture then ask and answer questions with a partner (Speaking) | Writing: Write sentences to describe someone WB Spelling-ing forms WB Improve your writing: correcting mistakes |

| Week / Modules | Module & Grammar | Vocabulary | Reading / Listening | Preparation for task / Task | WB Improve your writing |
|---|---|---|---|---|---|
| Week 6 (1ˢᵗ – 5ᵗʰ November) Modules 11 and 12 | Module 11 Can and can't for ability. Question words. | Animals WB Vocabulary booster: animals | Reading: Amazing animal facts! Listening: Man's best friend WB Listen and read: The animal world | Preparation for task: do a general knowledge quiz and listen and check your answers. Task: Write quiz questions in groups then do a class quiz. | Optional writing: write questions to test your teacher's general knowledge WB Improve your writing: punctuation |
|  | Module 12 Future intensions: going to, would like to and want to. Suggestions and offers | Going out and staying in | Listening: listen to someone talking about the whether in Canada WB Listen and read: the world weather report out. | Preparation for task: Read descriptions of three places then listen to people discussing plans for a day out. | WB Improve your writing: a popular holiday place. |
| Week 7 (8ᵗʰ – 12ᵗʰ November) Modules 13 and 14 | Module 13 Present Perfect Articles: the, a, an and zero | Ways of communicating WB Vocabulary booster: forms of communication | Reading: Getting in touch through the ages | Preparation for task: Read three class web pages Task: plan a class web page (Speaking & Writing) | WB Improve your writing a note |
|  | Module 14 have to, don't have to, can and can't Prepositions of movement | Town facilities WB Vocabulary booster: a shopping centre | Listening: a guided tour of Edinburgh WB Listen and read: unusual places to visit | Preparation for task: Read an advertisement for a tourist attraction. Task: advertise a tourist attraction you know (Writing) | WB Improve your writing a postcard WB Spelling and pronunciation: silent letters |
| Week 8 (17ᵗʰ – 19ᵗʰ November) Module 15 | Module 15 Infinitive of purpose Modal verbs for possibility: might and will | Education and Learning WB Vocabulary booster: in an Internal Café | Listening: An expert talks about the English Language Reading: Easy English WB Listen and Read The five Ages of English | Preparation for task: Read about three students Task: choose a course for each of the students (Speaking & Listening) | WB Improve your writing abbreviations on application forms (Mr, Mrs, Dr, n/a, Tel ) |

# APPENDIX B

## Interview Questions

# Interview Questions

## 1st Research Question

Are there any differences between the role of the teachers and learners in a Collaborative Learning Classroom and Traditional Learning Classroom?

### Interview Questions

1- What are the differences between Collaborative learning and Traditional learning?

2- If you think that you will use Collaborative Learning in the classroom: Do you think that you are going to use it because of these: What do you think and Why?

. In small groups students can share their ideas and also develop their weaker skills.

. Teacher encourages the students in the group to help each other.

. If a student is not as strong in a subject, or do no fully understand the concept of an idea, his/her partners can help him/her to understand it.

3- What do you think about the teacher, do you think that it is better for students when s/he moves throughout the classroom or when s/he stands in front of the classroom? Why?

4- What do you think about the activities. Did you learn more with collaborative learning activities or traditional learning activities? Which one of them is more enjoyable while you are learning? Why?

## 2nd Research Question

Are learners personal factors significant in a Collaborative Learning Classroom?

### Interview Questions

1- Do you think that 'Age' may play a factor such as younger persons could feel less experienced than older members.( when you are younger you think that because your partner is older than you s/he knows better than you). Why?

2- While you are working in a small group do you think that working with the opposite sex will be a problem? Why?

3- What do you think about the number of the students in the collaborative learning groups. Should we keep the groups small or a bigger group is better? Why?

4- Do you think that it is not easy to communicate ideas when English is your second language. Agree/disagree. Why?

### 3<sup>rd</sup> Research Question

What are the advantages and disadvantages of working with others?

Interview Questions

1- What are the advantages and disadvantages of Collaborative learning activities?

2- Do you agree with the following:

| Advantages | Disadvantages |
|---|---|
| By the help of Collaborative learning activities students know their classmates and establish good relationships to help each other in the future. | . While students are working together they use their mother tongue |
| Working with others helps people to interact and deal with different kinds of people. | . It is difficult for the teacher to control the students as s/he is monitoring each group individually. |
| Small groups have helped you make sense of the material faster and with less anxiety than working alone. | . Some groups may go too fast for one person and that person feels lost so s/he just copies. |
| While you are working in collaborative learning activities you can learn to express your ideas and concerns and accept others' ideas and concerns. | . One person may take control and not allow others to share their knowledge. |
| Students can relate to one another more easily than to a teacher. | . More quiet people may not feel comfortable expressing themselves and their ideas with a group. |
| Collaborative learning activities help the students to practice their communication skills. | . Some group members may not contribute to the activity, therefore one or two people end up doing all the work. |

## 4th Research Question

What are the educational results of Collaborative Learning Classroom?

## Interview Questions

1- Do you think participation is important in Collaborative Learning activities? Why?

2- What kind of experience have you gained through Collaborative Learning activities?

# APPENDIX C
## Interview results

1<sup>st</sup> Research Question

Are there any differences between the role of the teachers and learners in a Collaborative Learning Classroom and Traditional Learning Classroom?

Interview Questions

1- What are the differences between Collaborative learning and Traditional learning?

Students answers

"Collaborative learning is very necessary, very important for the students for teaching and learning English. In groups students can learn easily from each other. But in Traditional learning they can not learn from each other."

" Collaborative learning activities which we do them with our friends I think they are more exciting and it teach us more than Traditional learning we can get help from our friends when we making works we can help each other and we can use our information's."

" Collaborative learning we do it in a group and Traditional learning we do it alone."

" I think the differences between Collaborative learning and Traditional learning are we do collaborative learning activities in small groups and I think this is the best way to learn English because when we work with our friends we can learn better and we can easily ask our teacher if we do not understand the question or the unknown words but in traditional learning we do the activity ourselves so it is difficult to concentrate on the subject because we do the activity alone."

" In Collaborative learning you can use how to speak, listen your friends. But in traditional learning you sleep, damage your ideas, may be you do not listen your

teacher but in Collaborative learning in order to do the activity you have to listen your teacher."

" Collaborative learning activities are very attractive and enjoyable but Traditional learning activities are very boring."

" Collaborative learning develops our speaking, reading and our ideas and Traditional learning develops our grammar."

" In Collaborative learning you do group study, you learn writing, you develop your speaking and it teach you different things but Traditional learning is personal you take lessons your self, you learn grammar and vocabulary."

" In Traditional learning people are single. It is singular teaching but Collaborative learning is a group activity so people work together with each other."

" In my opinion I believe Collaborative learning activities are better than Traditional learning activities because in Collaborative learning you take ideas of other friends and it will be better for you. It is better than Traditional learning because you work together with your friends and you collect their ideas and you can ask them your questions, so because of these it is better than Traditional learning."

" The main differences are that in Traditional learning the teacher is talking directly to class but in Collaborative learning it is not like this, the teacher gives subjects to the students and each student in the group do a part of the subject. The teacher moves throughout the classroom and asks them if they have any difficulties or not. Sometimes the students are stucking in some situations and they want help from the teacher and the teacher can help them directly. So the help is more direct to the situation of the problem."

" I think because of Collaborative learning activities we can improve our English much better than the Traditional learning because we study as a group and we can share our ideas also."

" Collaborative learning are more enjoyable and I can learn new ideas by the help of friends but in Traditional learning you have to listen your teacher and you can not talk in the classroom with your friends."

" Traditional learning is very boring, the teacher stands on the whiteboard, she writes something on the whiteboard and we write them down in our note book but Collaborative learning is more enjoyable we learn how another students think, we do the activities in a group and we met with each other to do the activity."

" In the group working you work with another people and it provide you many benefits like for example group people give each other new ideas, so the more ideas you have, the more you learn the subjects on the other hand, you recognize your friends easily and the person who works alone has to do everything himself/herself as a result of this s/he does not have new ideas and that is working alone is more boring than working in Collaborative learning."

" I prefer Traditional learning because when we were in the college we nearly all the teachers taught the lessons in Traditional learning, so I kin on write this so I prefer Traditional learning. The differences in Traditional learning you taught the lesson in English all the time nearly but in Collaborative learning with our friends we sometimes talk in our mother tongue, so we can not use English so much. In group we use Turkish but when we do it ourselves we use English."

" I think Traditional learning is more easier than Collaborative learning. Collaborative learning is very boring. I did not learn anything."

" I think the Traditional learning is easier than Collaborative learning and Collaborative learning for example I improve my English and I made good friendship. The teacher encourages the students to help each other in the group."

" Traditional learning is same before when we were at school we did the same thing but Collaborative learning is different. In Collaborative learning we do different activities to learn about English."

" It is very good. I feel much good while I am doing Collaborative learning activities, I learn much more things while I am working in a group."

" I think Collaborative learning is more beneficial than Traditional learning because in Collaborative learning activities you can produce much more ideas and you can learn much more details with subjects do you working in general. In Collaborative learning activities you do not make mistake but it has disadvantages also, they can be problems sometimes personal problems because people in this group want to use their meanings and their ideas."

" I think Collaborative learning activities are better than Traditional learning activities because when we are doing Collaborative learning activities with my friends but with my close friend it is better for me because I learn more and we can share our ideas when I can not understand anything. I can ask them but in Traditional learning activities I can not ask anything to anybody and if I can not understand I sit only and look to the questions."

" In Collaborative learning activities the students working together 4 or 5 people in small groups but in Traditional learning you are yourself."

" Collaborative learning is group working. In Traditional learning one person works and he learns himself."

" In Collaborative learning you can meet with your friends and learn something, you can work with your friends in groups. In Traditional learning you can work with your own. It is not good I think because you think that you know but you can not improve yourself."

" I think Collaborative learning is funnier than Traditional learning because the better way to learn is the funniest way I think. Collaborative learning is funny and if there is some discipline with it I think it is the best way to learn."

" I think there are no differences for me but in our class students want enjoy learning so Collaborative learning is more fun than Traditional learning."

" In Collaborative learning you work with a group, all of the group members can speak. Traditional learning is more boring I think."

" Collaborative learning is the funniest I think. I work with my friends we are helping each other that is why it is good."

" In Collaborative learning we can learn better because we work with our friends and it is more enjoyable than Traditional learning."

" Collaborative learning sub stain skills writing, listening, reading everything that you can do it in your normal life, everyday life. In Traditional learning as you know the teacher is behind the desk and teach us some sentences and no one can understand easily, they are different things and hard to understand."

" Collaborative learning provides us to learn English more easily than Traditional learning."

" I think Collaborative learning have more advantages than the Traditional learning because you are working with your friends and you are talking and sharing your ideas and I know their ideas. I think it is better."

" For me Collaborative learning is much better than Traditional learning because if we do not do anything in the group while the teacher is moving throughout the classroom she can see us that is why we have to work together and if we do not know something we can ask the teacher and she can help us but in Traditional learning the teacher writes something and we write them but if I do not understand something, I can not ask the teacher because I am a shy person. But I think we should do both Collaborative learning and Traditional learning together because if we only do Collaborative learning it will be boring."

2- If you think that you will use Collaborative Learning in the classroom: do you think that you are going to use it because of these: What do you think and Why?

. In small groups students can share their ideas and also develop their weaker skills.

. Teacher encourages the students in the group to help each other.

. If a student is not as strong in a subject, or do not fully understand the concept of an idea, his/her partners can help him/her to understand it.

Students answers

All of the students agree with the sentences which are mentioned above and some of them also tell their ideas.

If the students are going to use Collaborative learning in the classroom they are going to use it because of these:

" Working in a group is effective because you can share your ideas."

" Because you can improve yourself and you talk in English."

" I think it is more helpful to understand the concepts."

" I will share my ideas with my group members. I learn about Collaborative learning activities this year from our teacher it is nice to share ideas with other friends and discuss subjects with our friends and I like when my friends help me."

" By sharing our ideas, we can improve our ideas."

" It is good for the students who do not know the subjects very well because he can ask first of all to his friends and then to the teacher. When he asks friends he can learn it better because the friends are better about teaching and asking question between each others."

" They can improve their weaker skills because they ask question and who knows better can help the others in a group."

" Collaborative learning in small group are working much better. Students of course can share ideas. If there is some creating subjects everyone has got different ideas because everyone's mind works different so everyone is going to tell different ideas and when we collect all of these the result of the subjects will be more helpful. In Traditional learning if you do not understand something you can ask the teacher that you do not understand the situation and the teacher has to explain it to the whole class but in Collaborative learning if one student does not understand the situation of the subject, first the group members try to help him and the other group does not effect the situation, others can continue their working and if the problem has not solved they can ask their teacher and the teacher can help them directly, so the time does not lose in this situation."

" They can improve their English, they can speak and write something because of these Collaborative learning activities. Also they teach, help each other to learn. The teacher encourages students to help each other. Some students can be very shy and they can not ask teacher all the questions in their mind and they can ask the questions, the topics to their friends easily because a friend can help each other more easily than the teacher."

" I can understand the subjects better when I work with my friends."

" I think Collaborative learning activities are very helpful, useful for example; I began to use English more fluently than before and I learnt some new words which I do not know their meanings, so I also improve my vocabulary."

" To share my ideas with my friends and I think it is good for us because we met other friends that we can not talk with them but when I did these activities with my friends that I said them only good morning and I do not like them, it is not useful for me. I sit there and I could not do anything. I want to do Collaborative learning activities with my friends who I met, talk and share my ideas easily with them

everyday. In my group there is one girl, she sat and she did not do anything. We said to her to do something, we try to help her to understand everything."

" It is more useful for me, I think. If I do not know something I can ask my friend and they can ask me. We can learn from each other but I prefer to work with my friends who I like. But when I worked with Ünal, it was really funny. We did not know each other before but then we have good relationship with each other. "

" Because we can learn something from each other in Collaborative learning and I think that it is funnier than Traditional learning. I help my friends and they help me when I do not understand something. "

" To know your friends, to talk with them and to learn their ideas."

" I am going to use Collaborative learning to learn English. We must use English between us, between students if we use we can speak, we can learn English easily."

" I want to use Collaborative learning to make practice. Traditional learning is more relax for the students. They can learn grammar but they can not practice their other skills, they only practice grammar."

" Because Collaborative learning is more funnier, you work with friends and you can speak easily. It should be small group because all of the members can speak easily, they can give their ideas easily."
" To improve our writing and speaking."

" Because Collaborative learning has more advantages as you know. Some of my friends' English is good and some of them are not so I can help them and they can help me."

" I can be more productive when I study with my friends."

3- What do you think about the teacher, do you think that it is better for students when s/he moves throughout the classroom or when s/he stands in front of the classroom? Why?

Students answers

" I think it is better for the teacher when she moves throughout the classroom because she can check us, she can check what we are doing."

" I think it is better for the teacher when she moves throughout the classroom. You always do the same thing. You check the students whether they have done their activities or not."

" I think when she moves because the teacher can look what the students do. She can even help everyone, if they need any help."

" I think when she moves because we can ask her about something if she stands in front of the classroom, I will be shy to ask her questions but when she moves I can ask her what we are going to do."

" I think when she moves because when you do not do anything and the teacher moves throughout the classroom the students feel themselves that they have to do the activity."

" I think when she moves because some students may be listen, write but when the teacher moves around the students, they will be very carefully and they start doing the activities."

" I think when she stands in front of the classroom because when she moves throughout the classroom I can not concentrate to the activities."

" When she moves is better. Someone can talk with each other and they cut the lesson, the sounds from back come to me and I can not do the lesson but when the teacher moves they will stop making noise."

" I think it is better when the teacher moves throughout the classroom because she can see everything which the students do. If a student could not learn something, she can see it from his notebook and she can see if s/he does not understand."

" I think when she moves throughout the classroom is better because she can check the students what are they doing. If they attend to the activities or not."

" In Collaborative learning activities I think it is better for the teacher when she moves throughout the classroom because if a student want to ask a question to the teacher s/he can ask it silently but if the teacher stands in front of the classroom, near the white board you should reduce your noise, and the other students may lose their attention and that may not be good."

" When she moves is better because when she is moving throughout the classroom the group can ask her some questions about the activities and may be if they do not have dictionary they can ask the unknown vocabulary to their teacher."

" When she moves I think because I will be more relax."

" I think when she moves throughout the classroom because if I do not understand something, when the teacher comes near me and I can ask her to explain it."

" Moves is better I think because the teacher can check her students."
" I think it is better for the teacher when she moves throughout the classroom because sometimes in the classroom you can not ask question to the teacher when she is in front of the classroom but when she is near you, you can ask questions more easily because everybody can not hear you."

" It does not matter for me if she stands in front of the classroom or if she moves throughout the classroom."

" In front of the classroom because I added when I was in college nearly all of the teachers stands in front of the classroom so I prefer the teacher to be in front of the classroom."

" When she moves throughout the classroom is better. You can ask the teacher something for example if you do not know some words you can ask her."

" I think in front of the classroom."

" I think in front of the classroom because we are in university and I think the teacher should not move throughout the classroom."

" I think when she moves throughout the classroom is better and she can see the students when they are doing their activities and she can correct their mistakes."

" When she moves throughout the classroom is better because I can ask my teacher if I do not understand something and she always says be quiet, do not speak and when she moves the students stop talking that is why I prefer when she moves throughout the classroom."

" It is better when she stands in front of the classroom because when she comes near us we are exciting, we are in panic, we can not do the activities."

" I think if she moves is better because she can see what the students are doing."

" I think when we are doing Collaborative learning activities teacher must moves around the students, their must be a discipline for learning and if she sits on her chair the students will start talk in Turkish or main language between each other and their will be no discipline."

" When she moves but for you if you stand in front of the classroom because students not care when you move in the class."

" She should move throughout the classroom for the discipline."

" I think when she moves throughout the classroom because she pay attention to see what the students do."

" I think when she moves because I can ask her questions."

" I think she should move because she can look what the students do for example in Collaborative learning activities if the class is too bigger may be one group they do not do anything or one member in a group do everything because of that teacher must move and see what the students are doing and give them marks if they do not do she should give them minus marks."

" It does not matter for me."

" It is better when she moves throughout the classroom because she can see the students, what are they doing and what are they speaking about."

" I think when she moves because I can ask the questions without afraid to my teacher."

4- What do you think about the activities. Did you learn more with collaborative learning activities or traditional learning activities? Which one of them is more enjoyable while you are learning? Why?

Students answers

" I learn more with Collaborative learning. Collaborative learning is more enjoyable because sometimes we have some funny activities, we can learn and we can enjoy at the same time."

" I learn more with Collaborative learning because you work in a group. You can help your partners and your partners can help you, so Collaborative learning activities are more enjoyable than Traditional learning activities."

" Well what we can say I think we learn in Traditional learning activities and we start learning with Traditional learning activities, we started to learn at the beginning of school when we were 7 or 8 years old and we have never seen Collaborative learning. I think for most of the students Collaborative learning is more understandable."

" I learn more with Collaborative learning activities because you are with your friends, with your friends actually and you can share your ideas."

" I learn more with Collaborative learning activities because my friends help me and we share our ideas together. Collaborative learning is more enjoyable I will be within a group, we can do the subjects by getting help from each other."

" Collaborative learning is better and Collaborative learning is more enjoyable because you can enjoy them, you do not write many things. You can improve your speaking with your group members."

" Collaborative learning because it is more enjoyable, Traditional learning is more boring. In Collaborative learning we can share our ideas but in Traditional learning I can not use anyone's ideas sometimes if I do not know the subject, what I want to do it will be boring because when my friends help I will feel better and I can learn better."

" With Collaborative learning I learn more. Collaborative learning are more funny. I can do it better than Traditional learning."

" Collaborative learning activities are more enjoyable. You do Collaborative learning activities with your friends, there are something different in Collaborative learning activities, the activities are more fun."

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" I learn more with Collaborative learning activities. Collaborative learning activities are more enjoyable because you are working in a group so it is funny always because when you are single, you can be bored, it could not be interesting but in a group you enjoy it, it makes more funny it is better than Traditional learning activities."

" With Collaborative learning activities because I have got more chance to ask teacher about my work. Collaborative learning is more enjoyable because you talk with your friends in your group, you share your ideas with your friends but in Traditional learning you must sitting and listen to your teacher."

" Traditional learning, we came here through the Traditional learning so we are kind of it the Collaborative learning is good. I think if we started to learn with Collaborative learning, I am sure that Collaborative learning is the best for us because you can share your ideas, you can talk while you are doing the lesson so this is less boring than the Traditional learning but our mind is shade with the Traditional learning so sometimes I need the Traditional learning to exactly understand the subject. Collaborative learning is more enjoyable because in the Traditional learning teachers came through the board and starts to write and when the lesson, finishes s/he goes out and the lesson finishes there but in Collaborative learning, it is not like this, the teacher gives the subjects to the class and the groups starts to solve it, they can talk, they can share their ideas even they want help from the teacher and it is more enjoyable, they can make jokes between each other in a group, so their attention to the subjects stays on the top level but in Traditional learning if they always started to bore and they wanted to do something, they can not do this because other friends attention may lose and they may not want this, so the students take himself from the lesson and starts to look somewhere else, so it is not good for him/her. In the Collaborative learning, he can pass this while s/he is doing some jokes and his/her attention raises again and so he can pay attention to the subjects again."

" I learn more with Collaborative learning activities because we study on different topics, if we do the Traditional learning we only do the book. When we do the book the activities are in the same style but in Collaborative learning the activities are different than each other I mean the style is different. Collaborative learning is more

enjoyable because we do it with our friends. We speak and discuss the activities with our friends and this makes the activities more enjoyable."

" I learn better with Collaborative learning. Collaborative learning is more enjoyable because there are interesting subjects. I discuss the ideas with my friends."

" I learn better with Traditional learning. Collaborative learning activities are more enjoyable because we talk with other students and we met them."

" I learn better with Collaborative learning activities because you can not make yourself better, you can make better in the group working because If I do not know about something, I can learn from them."

" I learn more with Traditional learning activities but Collaborative learning activities are more enjoyable because you can talk more but in Traditional learning you must sit and listen the teacher but in Collaborative learning activities you can talk in English or Turkish while you are doing the activities, so it is more enjoyable I think."

" I learn with Traditional learning. Traditional learning of course is more enjoyable, I can improve my English with Traditional learning."

" I prefer Collaborative learning, I can learn more with Collaborative learning. Collaborative learning are more enjoyable because when I was in the college, the teacher and my friend make Collaborative learning and I have difficulties while I am doing Collaborative learning activities."

" Collaborative learning is better. This is the first time that I see Collaborative learning. It is better than Traditional learning, I learn different words in Collaborative learning activities. I talked with my friends and they helped me. Collaborative learning is more enjoyable. You can talk with your friends in a group but in Traditional learning you do not talk just listen the teacher, so you can not improve your speaking skill.

" In a group I learn more. Working in a group is better because there are 2 or 3 more students and I can learn better with them."

" I learn more with Collaborative learning. Collaborative learning activities are more enjoyable because when we began to sit with each other, I learnt my friends characters and personal situations. I learnt more with Collaborative learning activities."

" I learn more with Collaborative learning activities because we can share our ideas and we learn more with my friends ideas. Collaborative learning are more enjoyable. You can join with others when you discuss the ideas."

" I learnt more with Collaborative learning activities. I think Collaborative learning is more enjoyable because I worked with my friends."

" I learn better with Collaborative learning activities. Collaborative learning activities are more enjoyable because with our friends we can do the activity more funnier but with ourselves, there is no funny think, I do not like the Traditional things."

" Collaborative learning is better because I enjoy with my friends while I am doing something, I am learning."

" No Traditional learning is boring and I think when it is boring we can not learn much things but in Collaborative learning we can learn much with our friends, by other students. I think Collaborative learning is enjoyable because Collaborative learning activities are funny. Traditional learning activities are boring, the teacher writes something on the board and tells something so the students are boring."

" In Traditional learning you can learn grammar but in Collaborative learning you can make practice. It is better for practice. People learnt with Traditional learning but in order to make practice Collaborative learning is better. Collaborative learning is more enjoyable because you work in a group with your friends."

" I think I learn more with Collaborative work, so my speaking may be improved. Collaborative learning is more enjoyable because you are with your friends. You can think with them. You can say what you think easily so it is more funny."

" I learn better with Collaborative learning. Collaborative learning activities are more enjoyable because I work with my friends."

" I learn better with Collaborative learning. Collaborative learning is more enjoyable because the activities are more fluent."

" I think we must do both of them because if we learn something about grammar in the Traditional learning we must use them in the Collaborative learning activities when we use both of them we can learn too many things. Collaborative learning is more enjoyable because after we finish our activities in the classroom we can talk with each other."

" I learn more with Traditional learning but Collaborative learning activities are more enjoyable because collaborate is more better."

" Of course with Collaborative learning I learn better. Collaborative learning is more enjoyable because in Traditional learning you are writing and I can only know grammar and we are doing grammar exercise, so it is good only for grammar."

2<sup>nd</sup> Research Question

Are learners personal factors significant in a Collaborative Learning Classroom?

Interview Questions

1- Do you think that 'Age' may play a factor such as younger persons could feel less experienced than older members. (when you are younger you think that because your partner is older than you s/he knows better than you). Why?

Students answers

" For me age is not important because it is about the experience."

" Sometimes older students do not know and may be sometimes younger students know better, so the age is not important."

" Age is not important while we are working in Collaborative learning activities."

" Age is not important. It doesn't depend on if you are young or old."

" Age is not a problem. The problem is only your knowledge. You have to know that you have to study."

" Age is sometimes important. Younger friends are more experience than us."

" Age is not important."

" Age is not important if s/he gives us the knowledge it is okay."

" Yes, age plays very important role."

" Age plays an important role. Older people are more experience than younger. The age is effective."

" The age has an important place. In Collaborative learning activities, experience is the key word I think because the more experience person tell more things and if the other group member feel herself or himself weak, he puts him out and does not want to do anything he closes himself and this may not be good for him/her but if the group members experience are equal everyone is going to tell their ideas. But in this situation the age is not important, if the younger knows better the older one can effect from him/her."

" Age is not important because some of the people do not know English I think it depends on the schools in Turkey.

" Age is not a problem."

" The older one has more experience I think."

" Sometimes it is problem because the old people are more experience than the young people and when you discuss a subject s/he thinks widely because of their experience."

" I think the age is not so important but of course the older our friends have more experience than us. It is more they know but the age is not important."

" I do not think that it is a problem."

" No, I do not think that the age is important because the younger students are clever than the older students."

" No, it is not a problem. If he is bigger it does not mean that s/he knows better."

" The older member knows better than me but the age is not very important."

" Sometimes age is beneficial factor for example; we studied with my friend Ünal in the classroom he has got sometimes more knowledge than me and my friend within my group. I do not think it always plays an important factor but sometimes it plays an important factor."

" No, I think I know more than them, so the age is not important at that time."

" The age is not important. It does not mean if he is older than me, he knows better."

" Yes, if someone is older than me it means s/he knows better than me unfortunately because s/he has more experience than me."

" Yes, it is matter because more experience students speak better and know much than us. Not all of them but some of them are better than me so age plays an important factor."

" No, because the brain is not in the age but it is in the head."

" Perhaps. It may play an important factor but age is not an important factor to experiences."

" I do not think that the age is important."

" It is not important because if you study you will learn everything. If you sleep until that time and you did not learn anything so it does not mean that if you are older it means you know better."

" I do not think that the age is important."

" I do not think so because the age is not important for learning English but may be experience but if some members in our group graduated from the other school may be they speak more and they may be active."

" The age is not important."

" I think the age is important because of your brain how can I say I have been learning English for nine years but my English is not good but now I am at university I can learn simple, you say and I can understand. For example; my sister is fifteen years old and if I work with her in a group she knows better than me so the age is not a problem."

" Young students can be more experience than old students."

2- While you are working in a small group do you think that working with the opposite sex will be a problem? Why?

Students answers

" No, it is not a problem." (*14)

" I do not think so, I think it is better to work with girls."

" May be yes, I am exciting. I will forget everything. I prefer working with girls. I feel better when I work with girls."

" No, because she is our friend it is possible."

" No, I can work with boys."

" I do not think so, it shouldn't be much problem but in my opinion I can work with boys more easily than working with girls because the boys talking conditions are different from the girls talking conditions. If you tell a joke to boy, girls understand it more different, it can be more funny for boys but it can not be funny for the girls ,so if I work with boys I think I will do the best."

" No, because girls can think more different than boys they can share their ideas with each other."

" No, but I do not work with boys."

" No, on the other hand when you work with boys is more interesting because they have more interesting ideas."

" No, but for some people, when the girls and boys studying together they understand it in a different way. It is normal but when they see a girl and a boy study together they thing something wrong."

" No, but I do not work with girls because I can not speak with girls it is a psychological problem for me."

" I do not think because I believe that their have to be both girls and boys because they have different ideas boys or girls so we can learn their ideas."

" No, he is also my friend."

" I did it before. Ünal is a boy and older than me when I worked with him I enjoyed to work with him. We met and we became a friend."

" If I know the girl, if she is my friend, no problem but in the classroom there are closed friends and not closed friends. Closed friends are better. If I know her or I do not know her it is not a problem."

" No it is not a problem, I can tell my ideas to everyone so it is not a problem."

" Yes, may be because our culture is like this. Some religion, we do not speak with girls, we speak just a little."

" No, sex is not problem but we are against this. We can understand each other, we can work with the opposite sex."

" It is not a problem for me I think it is about personality."

" No, it is not a problem but for me it is a problem because I am new student and I do not know what the girls think but if they sit near me it is not a problem."

" No, I do not think so, it will not a problem. It will be helpful to us to learn how they communicate because you know the students who are in our classroom their culture is different, may be they will open their mind about this."

3- What do you think about the number of the students in the collaborative learning groups. Should we keep the groups small or a bigger group is better? Why?

Students answers

" I think small group is better because if we keep the group bigger, some of them may bring the silence so we can't work well."

" Small group is better. If groups are small, a few students can help each other easily."

" I think small groups are better because when you make something bigger I think it makes you problem. In bigger group students do not listen your ideas and you can not share the ideas easily. The students should not be more than four in a group."

" I think small groups are better. We learn more, all the students will attend the subjects and share their ideas. If the group is big, some of the students will not have chance to do something and if there are some quiet students who can not talk, share his/her ideas just sit and listen the other and they do not do anything they can not learn but when they are in a small group they have to talk even they are quiet because if they do not do it how they can do the activity, so small group is better."

" Small group is better. You can speak relax, you can understand ideas better."

" Bigger groups are better, four people is better because small group is less experience than bigger group."

" Small group is better because I can learn better and in a big group will be more crowded."

" I think small groups are better because when there are more students, they can talk with each other and they can cut the lesson."

" Small group is better because when it is small it could be more understandable, people make more talking each other if it is not small, there will be fighting in the end of the action."

" I think small group is better at least three students. It is better if the group is small however it is small you can share your ideas better and you are in a good mood, you feel yourself more relax than working in a bigger group.

" Small group is much better depending on the subject and the group count is important if there are too much groups, everyone in the groups has to say something, so if the groups raises much the noise raises much so this effect the attention and the group count should be less and the group member should be three or four because two is not good. There is the best count of the group."

" Small group is better. I mean three or four is the best number in one group because in small groups we can know each other and we can discuss the thinks more easily than in large groups. In large groups all the students may be they can not say their ideas."

" I prefer small group because I can communicate more on the subject with my friends."

" At least three students I think it is enough in a group because bigger group is more mixed I can not understand when I work with five or six people that is why I prefer small groups."

" I think bigger group is much better I think five is okay because they have more ideas."

" I think small group is much better because in a small group you can talk much but when the number of person is bigger you can talk less."

" Of course small group because it is more easy to communicate with each other but in a bigger group it is not easy because everyone speaks and also in bigger groups we can waste our time so I do not want to work in bigger groups."

" For me small group is better because I can tell my ideas easily."

" Small is better. If the group is big you will have problems, you can not say anything to your friends and their will be so much noise but in small group you can talk more on different ideas."

" Small group is better because there are four members in a group and we can easily ask each other, we can work better, we can share our ideas better and we can divide our works better."

" Bigger group is better, I think because a lot of ideas come together, everyone can say their ideas and when we put them together our activity will be the best."

" I think small groups are better may be at least four or five in a group because you can discuss everything more easily with your friends."

" Small group is better for me I do not have too many friends, I have four or five friends I want to work in a bigger group. I prefer to work in small group because we can share our ideas but in a big group I think we can not share our ideas."

" Small group is better because bigger groups are more crowded."

" Small is better because three or four student in a group share more ideas and talks more. If the group is big you can not share your ideas with your friends easily and that is not good."

" I think if it is hard to keep the discipline in a group I think small group is better because when it is big there are much people, there are more things to learn by people because every person can tell his ideas, so I prefer small group."

" I think bigger group is better to enjoy."

" I think the small group is better because the students can tell whatever they want and they can share their ideas easily."

" I think working in a small group is better because everyone must do the task and the students can more easily divide the duty between each other."

" I think working in a small group is more effective because the students can easily share their ideas and they can easily communicate with each other."

" Small group is better. In a big group students are not active, they try to be at the back side just see what the others do but in the small groups everyone must share everything about three or four people it is okay. If it is more than three or four, students sit and see what the other do and did not say their ideas."

" I think small group is better."

" Small is better because it is simple for communication, you know in big group some students don't speak just they watch the others but in small groups, all the group members speak and share their ideas better."

" Small group is better because if there are more people their will be problems between the students."

4- Do you think that it is not easy to communicate ideas when English is your second language. Agree/disagree. Why?

Students answers

" I can communicate in English, so I think it is not difficult for me to communicate even English is my second language."(*9)

" Turkish is our mother tongue, so it is easy to use it but it is not easy to communicate in English."

" For me it is not easy to communicate in English. In Turkish I am very talkative but in English I am very lazy, I have not got enough vocabulary."

" To communicate in English is difficult because I live in Turkey, in a city and we do not speak English that is why I can not practice my English."

" Sometimes it is difficult for me because sometimes I can not put the words in the correct order."

" In a point of learning English, you must speak in English. It is a disadvantage for me to talk in Turkish for me it is easy to communicate in English, I can speak English well."

" Sometimes I want to use my first language because of the vocabulary, if I do not know the words or I do not know how to make a sentence, I return to my first language, so if I have some difficulties while I am using English, I try to use my first language. It is not for me, I am a bit efficient in English, I can tell my ideas easily."

" Sometimes it is a problem because we can not translate our ideas into English and sometimes we can use Turkish."

" It is difficult for me to communicate in English because I need practice in order to speak."

" It is difficult because when we were in high school we did not talk with others in English that is why it is difficult."

" In fact it depends whether you like English or not, I like English since secondary school I study English so I can tell my ideas even English is my second language."

" I can tell my ideas more easily in Turkish because it is my mother tongue, I can talk before thinking but in English I have to think then talk."

" I like English but the problem is I am a shy person and I can not tell my ideas."

" Yes, I can communicate easily because I love English very much. English is a very important language in the world so everyone must try to learn English."

" It is not a problem. I have to speak even I make mistakes."

" It is difficult for me to speak English because we speak Turkish everywhere but we do not speak English in our life that is why we can not improve our English."

" I think English is not hard for me because I like English but sometimes their can be some words which I do not know their meanings. In this situation I need to use Turkish but for me it is easy to use English even it is my second language."

" I think it is not easy to communicate ideas because English is my second language but I like English and I am going to study in ELL department, of course I do not understand something but I will. I will understand everything, if I study hard."

" If we know the words it is easy but when we do not know some words it become hard for me but I can communicate my ideas in English."

" It is not easy for me. First, I have to understand the question and then translate it into Turkish and I must think then again I have to translate it into English to answer the questions which the teacher asks."

" I have started learning English for a month and half, so it is difficult for me to communicate ideas in English."

" First of all, I think how can I say the sentence then I try to translate it in English, it is difficult for me to communicate in English."

" Sometimes I have difficulties with the words but I find the way and say my ideas, so it is not difficult for me to communicate ideas in English."

" Yes, it is difficult for me to communicate my ideas in English because I can't speak English very much and I have some difficulties I can not understand what the teacher says, so I have practice my English."

" English is my second language but it is more simple than Turkish and if English is my mother tongue, I can not learn Turkish because Turkish is more difficult than English."

" It is difficult for me to speak in English because, I have just try to learn English."

3rd Research Question

What are the advantages and disadvantages of working with others?

Interview Questions

1- What are the advantages and disadvantages of Collaborative learning activities?

Students answers

" When I work with myself I always question everything I do but when I am in groups I can be relax and I started to trust my own ideas. (Advantage) I don't think that there are any disadvantages of collaborative learning activities ."

" I think you learn your friends ideas and they can learn mine so this is an advantage but I think there aren't any disadvantages of collaborative learning activities."

" I think there are few advantages as I said your friends help you also you can take ideas but there are more disadvantages I think. When you do traditional learning activities you must answer the questions yourself however in Collaborative learning activities you can get help from your friends and if someone in Collaborative learning activities always tells his/her ideas and doesn't listen about your ideas it will be disadvantage because if you don't share your ideas how can you learn."

" The advantages of Collaborative learning activities are; share ideas, improve your speaking, reading and writing. The disadvantages are when all the group members attend the subject if one of them doesn't attend it will be bad for him or her. If we work with a group and all of us attend to do the subject it will be nice."

" The advantages of Collaborative learning activities are; we practice grammar, we share ideas and we can learn what the other students think on the subject. The disadvantages in a group activities are; if you don't do anything, you can't learn and the quiet people only sit and active students make everything for example; our friends Emine does everything. I can speak better when I am alone."

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" I am able to learn more and truly understand things better (Advantage). As a disadvantage, I can say that, not all of people are given an equal voice in a group."

" We can learn more things when we work together and we can improve our selves I mean we can improve our speaking and writing by the help of Collaborative learning activities (Advantages). I don't think that there are any disadvantages."

" As an advantage, it develops our speaking and teach us different things. I can't learn grammar and I think this is a disadvantage because by the help of Traditional learning activities I can learn grammar better."

" There are a lot of advantages such as you can ask a friend if you didn't understand or you can make conversations about subjects but in Traditional learning activities you can't do these because you are single. As a disadvantage, I can say that if the group is bigger it will be crowded, so it is not good."

" As a disadvantage I can say that, in a group of four students sometimes one of them doesn't do anything then it becomes a boring activity for this group on the other hand, it takes longer to finish their work and s/he will not learn anything."

" The disadvantage of Collaborative learning activities is; if the group member is much it can be difficult to do the subject and as an advantage; your attention is raises on the top and you can understand the activity without boring."

" As an advantage I can say that; we can improve our speaking and writing also in some activities we look to a picture for two minutes and then we try to remember so we can improve our mind in English and by the help of Collaborative learning activities shy students will be more active in these activities."

" I improved my vocabulary and I learn helping each other and I think these are an advantages."

" There are a lot of advantages of the group working but also a few disadvantages. As an advantage, it improves you to think about different things also you are able to talk in group, may be you are not well in class but I believe in the group working you can talk and you can improve your self because I began to speak English more fluently, I feel more relax and I trust myself more than before. On the other hand, as a disadvantage I can say, a few students may not attend the work so it becomes boring and the work doesn't be beneficial for them."

" As a disadvantage I think when people work in groups they should do their best to make sure everyone is involved otherwise, if two or three members do the activity, it will be a disadvantage for the others because they can't learn."

" As an advantage; I get help from my friends and also they get help from me but when the members of the group don't cooperate well it will be a disadvantage because we are working in a group and everyone must cooperate."

" As a disadvantage; you can talk in you mother tongue which is Turkish because the teacher can't hear you every time while we are doing the activity and the advantages are; you can enjoy yourself, you can't be bored so much and in a longer time you can do the activities while you are doing them yourself in Traditional learning but in Collaborative learning you can do the activities in a short time because you can get help from your friends because in a group everyone must do something but if one person does everything and the others sit and they write their names on the paper it will be a disadvantage because everyone must do something in a group, they should share their ideas with each others and by this way they can practice their speaking skills."

" I think it has got advantages, as an advantage, I improve my English and my friendship. In my opinion, it has not got any disadvantages."

" The advantages are; you can speak English in the groups, you can learn more about English, you can work with your friends and that is much better than Traditional learning. As a disadvantage; some students know English and they think, it does not matter if they

do the activities or not. Sometimes if you use your mother tongue, it is disadvantage but if you ask about an unknown word that time it will be an advantage."

" The advantages in Collaborative learning activities are you can learn more things, you can discuss your ideas with your friends and you can share your ideas. It is more enjoyable than Traditional learning activities. As a disadvantages I can say that, when I did it with the people who I do not like them, the activities are not going to be enjoyable for me."

" I did not see any disadvantages. We have good relationships and the important thing is that I worked with my friends. While we were doing our activities we did not speak in Turkish because if we speak we can not learn English and as a disadvantage I can say; we have a friend she does not do anything during the activities, so how she can learn. We tell her to do something but she still doing nothing."

" The advantages are; we can learn each other, we can have good relationship but I do not think there are many disadvantages, just if you do not do anything in a group and the others do everything this is a disadvantage because you can not learn. We should talk in English because this is an English class so we should not speak in Turkish during these activities and we should listen each other because if we do not listen each other we can not find the solution, we can not get good results and I can sat that the best way to develop your speaking is Collaborative learning activities."

" I do not think that there are any disadvantages. There are many advantages such as we can talk with our friends in English because if we talk with each other in Turkish we can not improve our speaking and we can share our ideas."

" The advantages are we learn something by the other people. We use English between us and this is the English which we use in our life, it is useful but in Traditional learning we can not learn much. The disadvantage is that; if there is no discipline, it is not good."

" There are too many advantages for example; I have a friend who knows everything about grammar, he does well in the exam but he can not speak. That is the problem also

this is an advantage about Collaborative learning activities if you do them, you can speak easily for example in my English learning years we did Collaborative learning activities, too and most of the activities helped me to speak. I can speak now but I do not know too much about grammar. If the group is big, it will be disadvantage because some of the students may be, they are not hard working and they still sit at the backside and I think this is a disadvantage. "

" It has more advantages than disadvantages because I talk with my friends and I share my ideas with them. As a disadvantage, some students just sit, they do not do anything, they just watch what the others are doing and because we are working in a group, we write also their names on the paper and they just copies the answers but at that time they do not learn anything."

" The disadvantage for me is that, I get very angry when we all work in a group so hard and then one person who did nothing all the activity to get the answers but the advantages are; while we are working in a group the activity will be solved easier and faster and we did not waste our time on doing nothing."

" The biggest advantage of working in a group is when we asked to solve an activity, the other group members may be able to think of things that the one individual may not have on his own and the disadvantage is when one person does not do anything it makes extra work for the other students."

" For me I do not think that there are any advantages or disadvantages."

" The disadvantage is when the teacher put us into groups, and the hard working students do all the activity and the lazy person do nothing and copies the answers, I think it is not fair, may be because they do the activity it is an advantage for them because they do the activity but for their friend it is a disadvantage."

" If all the group members do not participate equally it will be a disadvantage because the group is given one grade but if they participate equally it will be an advantage."

" One of the most disadvantages is that sometimes when we asked to do the activity in a group and we started talking about everything we can not do the activity and the advantage is that sometimes when we work together we can write more interesting things than the others."

" I think through Collaborative learning activities with groups I am able to learn more, and truly understand things better than working alone and I think this is an advantage. But if I speak with my friends during the activity and do not do anything this time it will be a disadvantage because I can not learn and we are here to learn English."

" The best way to know that you understand a concept is to be able to teach it to others and I think this is an advantage because when our friends do not understand something, the group mates are going to teach him/her. And as a disadvantage I can say while you were teaching something to your friends you should not forget that you are not a teacher and you should be sure that you know the subject before teaching someone because if you do not know and teach your friend, s/he will do mistakes."

2- Do you agree with the following:

| Advantages | Disadvantages |
|---|---|
| . By the help of Collaborative learning activities students know their classmates and establish good relationships to help each other in the future. | . While students are working together they use their mother tongue |
| . Working with others helps people to interact and deal with different kinds of people. | . It is difficult for the teacher to control the students as s/he is monitoring each group individually. |
| . Small groups have helped you make sense of the material faster and with less anxiety than working alone. | . Some groups may go too fast for one person and that person feels lost so s/he just copies. |
| .While you are working in collaborative learning activities you can learn to express your ideas and concerns and accept others' ideas and concerns. | . One person may take control and not allow others to share their knowledge. |
| . Students can relate to one another more easily than to a teacher. | . More quiet people may not feel comfortable expressing themselves and their ideas with a group. |
| .Collaborative learning activities help the students to practice their communication skills. | . Some group members may not contribute to the activity, therefore one or two people end up doing all the work. |

Students answers

" Two of the students say that students do not relate to one another more easily than to a teacher and one of the students' says that may be they relate to one another more easily than to a teacher and this shows that these three students disagree with this situation. One of the students' says that it is not difficult for the teacher to control the students as s/he is monitoring each group individually. All of the other students agree with the sentences that mentioned above."

4<sup>th</sup> Research Question

What are the educational results of Collaborative Learning Classroom?

Interview Questions

1- Do you think participation is important in Collaborative Learning activities? Why?

Students answers

Yes, all the students think that participation is important because of the following:

" To improve our speaking."(*6)

" We try to improve our English. If I try to say something in English and I do not how can I improve my English so we have to try to speak in English."

" It is important to get ideas, to share others ideas in order to find the answer while we were working in a group."(*12)

" To get more experience."

" It is the most important thing, you have to speak in order to learn your friends ideas."

" It helps people to understand the lesson because if they were speaking while the teacher explained the subject, s/he can ask each other , so I think participation is important."

" In group activities students must participate with each other in order to understand the subject."

" Yes, in Collaborative learning activities participation has an important role because interactive learning is much better than the Traditional learning, while you are interacting

with something as I said before your attention stays on the tap, you pay attention to do the subject and you understand it more easily."

" Yes, it is important because you can learn you friends ideas and sometimes your ideas change, may be your ideas are wrong and we can have a chance to correct our ideas."

" Of course, it is important. You can share your ideas with your friends but if the person who is near you is a quiet person and s/he does not talk too much in this situation you must do the activity yourself but I think we must participate with each other during the activities."

" To understand each other we have to participate."(*2)

" Yes, it is very important because you can develop yourself when you participate and it is necessary to speak with your friends when you do the activity because you speak in English with your friends and you can develop your speaking and your friends can also develop their speaking."

" Yes, it is important because we are going to use English in our life and if we do not use it now we are going to have some difficulties in the future."

" I think it is not important because if a person want to participate with his/her friends, s/he will participate but s/he does not want to participate what we can do?"

" If we do not participate with each other we can not do the activities."(*2)

" Yes, it is important because we are learning something and we have to participate with our friends and with our teacher to help us but if we stay and we do not do anything, it is not going to be Collaborative learning activities."

2- What kind of experience have you gained through Collaborative Learning activities?

Students answers

" Working with a group, taking and giving ideas and comparing them."

" Sharing my friend ideas and I have a chance to improve my English by the help of Collaborative learning activities."

" Well it teach me how to help each other and then how to get ideas, get help from each other, may be if they gave it to us when we were ten or eight years old I mean at the beginning of school then it would be better, more effective because now some of the students think that it is not better than Traditional learning. I mean it is not very exciting but for now if you are at the end of the school, it is hard to understand it. But I think when we share our ideas together is good."

" Making friends, speaking, reading, writing and sharing ideas."

" Improve my speaking, improve my information and I forget that I am shy, so it changes my passive character to active character."

" Sharing ideas, improve my grammar and having good relationships."

" I learn the things that I do not know and I improve my vocabulary."

" I did not gain more things just It helped me to improve my vocabulary."

" I learned more about working in a group and help my friends when they do not understand the subjects."

" To make our communication between my friends well. My communication with my friends turn into well because at first we did not know each other well but with Collaborative learning activities we know each other well."

" I can remember the words more easily and I can put the sentences in the correct order."
" First of all, by the help of these activities, I know my classmates. I improve my English and I can share my ideas more easily than before."

" By the help of Collaborative learning activities, I improve my speaking and now I can communicate with my friends in English more easily than before."

" I improve my speaking and I learn new words."

" I began to speak English more fluently and I trust my own."

" I do not have any experience from Collaborative learning activities, I prefer Traditional learning activities."

" I hate Collaborative learning activities because I did not learn anything."

" By the help of Collaborative learning activities I improve my vocabulary and writing."

" I can speak English. I improve my speaking, I learn new words, I improve my vocabulary and I learned how to use the words in the correct order."

" I gained how to work with the others."

" I began to use English more fluently than before and I improve my vocabulary, speaking and writing and how to communicate with the others."

" I learn more and more for example; I win a friend by the help of Collaborative learning activities and now I have good relationship with my friend and she becomes my best friend and also I improve my vocabulary."

" I tried myself and I have seen that I can work with others."

" I can say I improve my speaking."

" I learnt to listen my friends ideas then compare them with my ideas and then find the best way to write the answers. I improve my communication skill."

" I improve my vocabulary and writing."

" I learnt some new words. I trust myself much because everyone like me. There are some people better than me and there are some people worse than me but it is not a problem I am not good, I am not worse and I am trying to learn. I improve my vocabulary and I have good relationships."

" By the help of Collaborative learning activities you can practice your speaking, sometimes your writing but I prefer to learn with Traditional learning."

" I learn how to help each other, how we can work in a group and we have to work hard to improve ourselves."

" It helps me to learn English."

" I improve my speaking, learn how to communicate, tell my ideas and I see the same thing from my friends, they also started to tell their ideas during the activities."

" I just improve my vocabulary."

" I am a shy person. When I came here first, I do not like to speak with the others. But while we were doing Collaborative learning activities, we have to speak and it was good for me, not just to improve my English but also to have good friendship."

" I started to speak English with my friends while we were doing Collaborative learning activities."

Song Versions

New Year's Eve

The Perfect Holiday

ACTIVITES

Predicting Story

Past Tense Drill

Ordering Puzzle

**Activity 1: The perfect holiday**

**Time:** 40 min.

**Level:** Elementary

**Language Skill:**

**Procedure:** (Teacher make one set of four worksheets for each group of four students).

Tell the class that they are going on a two-week holiday to Helena Island, and must decide which of four hotels to stay in. All the hotels cost the same!

Divide the class into four groups and give copies of worksheet A to all the students in the first group, copies of Worksheet B to all the students in the second group, etc. Allow students time to read the information and ask any questions. Students work together in groups with students who have the same worksheet, and decide what you can (and can't) do on holiday in the hotel and in the city/ town/village nearby. Students should use You can ... and You can't ... during their discussion. The whole group must then decide which hotel they are going to stay in. At this stage encourage students to discuss the advantages and disadvantages of each hotel, again using You can ..... and You can't.......

**Sample:**

Students with Worksheet A might say: At the Ayala Hotel you can go swimming, And you can eat Italian food. In Helena City you can go to the cinema or you can visit a museum.

# The perfect holiday

*Can* and *can't* for possibility

## Worksheet A

Read the information below and decide what you can (and can't) do if you stay at this hotel.

**Helena Island – Ayala Hotel**

Going on holiday? Then come to the beautiful *Ayala Hotel* on Helena Island.

- swim in three swimming pools
- eat in two restaurants
  (we have the best Italian food on the island)
- go to the *Club Ayala* every evening
- hire cars and bicycles
- walk to three quiet beaches
  (only five minutes from the hotel)
- go by bus to the beautiful Helga mountains

The Ayala Hotel is only twenty minutes from Helena City, where there are cinemas, museums, clubs and lots of interesting shops.

For the perfect holiday, come to The Ayala Hotel!

## Worksheet B

Read the information below and decide what you can (and can't) do if you stay at this hotel.

**Helena Island – Bella Hotel**

*The Bella Hotel* on Helena Island – for the holiday of your dreams.

- eat in four excellent restaurants
  (including French and Chinese)
- visit the beautiful beach next to the hotel
- swim in two big swimming pools
- play tennis or golf
- hire cars and motorbikes
- go by boat to Bird Island – the most
  beautiful place in the world!

The Bella Hotel is only half an hour from **Perilla**, an old town on the coast. In Perilla there are interesting old buildings, restaurants, cafés, a cinema and lots of shops.

The Bella Hotel – where the beautiful people go!

## Worksheet C

Read the information below and decide what you can (and can't) do if you stay at this hotel.

**Helena Island – Romina Hotel**

Come on holiday to *The Romina Hotel* – the best place to stay on Helena Island!

- walk to four different beaches
  (only 5 or 10 minutes from the hotel)
- relax in our swimming pool and jacuzzi
- eat in three wonderful restaurants
  (one is open 24 hours a day!)
- hire boats, cars and bicycles
- watch free films every night
- go by bus to the beautiful Helga mountains

The Romina Hotel is ten minutes walk from **Selia**, a small fishing village. In Selia there are some restaurants, two excellent clubs and lots of cafés on the beach.

**For the holiday of a lifetime, come to The Romina Hotel!**

## Worksheet D

Read the information below and decide what you can (and can't) do if you stay at this hotel.

**Helena Island – Stella Hotel**

Come to the wonderful *Stella Hotel* on Helena Island!

- a beautiful long beach next to the hotel
- eat in four restaurants
  (including Japanese and Italian)
- hire cars and scooters
- dance all night at *Club Stella*
- swim in three swimming pools
  (one is open 24 hours a day!)
- go by boat to Bird Island – the most beautiful place
  in the world

The Stella Hotel is 25 minutes from **Vandana**, an old town on the coast. In Vandana there are very good restaurants and shops, an art gallery, and lots of places to walk

**Come and stay in The Stella Hotel – and enjoy life!**

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**Activity 2: Past Tense Drill**

**Time:** 15 + min.

**Level:** Elementary

**Language Skill:** Making sentences and asking questions using the past tense.

**Procedure:** (Make a set of about 20 cards that have present tense verbs on one side and the past form on the other. You need one set for every 3 or 4 students).

The students work in groups of 3-4. The cards are placed in the center with the present tense form of the verb up. The first student takes a card, gives the past form, checks by looking at the back of the card, and then makes a true past tense sentence using that verb. The other students should each ask at least one question about the first student's sentence. The students take turns taking cards, making sentences, and asking questions.

**Comment:** You have to be sure that each student in the group has a task and each of them has his/her turn to make a sentence or ask a question.

**Activity 3: Ordering puzzle**

**Time:** 30 min.

**Level:** Elementary

**Language Skill:** Reading and writing.

**Procedure:** Teacher produce a summary of the story written in short concise sentences. There should not be any more than twenty of these sentences, all of which are set down in the wrong order. The teacher should give out copies of her/his prepared summary and the students should work in groups of 3-4 in order to put these sentences into the correct order. Whilst in their groups ask the students to start telling the story to each other in a round. The most successful group will still be telling the story when all the other groups have dried up.

**Comment:** This activity resembles a puzzle or game and is, therefore, more attractive To the student as a method of revision.

| Letter | Event | Event Order |
|--------|-------|-------------|
| A | But one day his teeth began hurting a lot, | |
| B | Then Mr. Robinson asked him how do you live? | |
| C | and said you haven't asked me for any money for your work last month. | |
| D | and he went to a dentist. | |
| E | but some don't | |
| F | The dentist said to him 'most gentleman pay me quickly | |
| G | Mr. Robinson never go to a dentist because he was afraid. | |
| H | After a month Mr. Robinson phoned the dentist | |
| I | The dentist did a lot of work in his mouth. | |
| J | then I wait for my money for two months | |
| K | The dentist said, 'Twenty-five pounds' | |
| L | The dentist answered I never ask a gentleman for money. | |
| M | and I ask him for my money.' | |
| N | and then I said that man isn't a gentleman | |
| O | Mr. Robinson asked the dentist 'How much is all this work Going to cost?' | |

**Activity 4: Predicting Story**

**Time:** 60 min.

**Level:** Elementary

**Language Skill:** Reading and writing

**Procedure:** Students in groups of 5-6 work together to answer some questions related to a story which is not given to them. They have to predict the story.
Then the teacher puts the story up on the wall outside the classroom and students take turns to go outside, read it and take the message to his or her group. This goes until the story is completed or until the teacher says: "Stop". The students then check their predictions and reconstruct the story.

**Sample:**

What's you mother's job?
Do you help your mother at home?
Whose mother is a housewife?

**Comments:** The teacher should be very careful in the location of the story that the students can easily get the messages and must be sure that students go out in turns to learn the story, so giving time limits and the length of the story is very important for this activity.

**Variation:** According to the level of the students or for the time consuming the story can be told or read to the students by the teacher.

Mrs. Stephens lived in a small village, and she had five children. She always had a lot of work. The children went to different schools, and Mrs. Stephens took them there in the morning in her car. Then she bought food at the village shop, and then she went home and cleaned the house, washed the clothes and made cakes or other things.

In the afternoon she drove back to the children's schools and brought them home, and then she cooked their evening meal. Every evening she was very tired.

One morning she was in the village shop, and she saw a small notice there. It said, 'I do cleaning for ∫1.50 an hour. Telephone Miss Joan Brown, 7508'.

Mrs. Stephens looked around the shop. 'Nobody's looking'. She said. 'That's good'. Then she took her pen out of her bag and wrote under the notice, 'I do cleaning for nothing.' 'Don't telephone me!'

Answer the following questions:

1- Where did Mrs. Stephens live?

2- How many children did she have?

3- Why did Mrs. Stephens always have a lot of work?

4- Who took the children to school?

5- Did Mrs. Stephens clean the house and wash the clothes?

6- What did she see in the village shop one morning?

7- What did the notice say?

8- What did Miss Brown want?

9- What did Mrs. Stephens say?

10- What did Mrs. Stephens write on the notice?

**Activity 5: New Year's Eve**

**Time:** 20 min.

**Level:** Elementary

**Language Skill:** Writing

**Procedure:** Divide the students into groups of 3-4 and give each group a copy of picture A, and tell the class that this is a picture of the Jones family on New Year's Eve 1995. Set a time limit of three minutes, and tell the students that they must remember as much as possible about the picture. Collect in the copies of Picture A and distribute copies of Picture B. Check the class understand that Picture B the same family on New Year's Eve in the year 2000. While the students are working in groups of 3-4, They should write down as many differences as possible between Picture B and Picture A. Students must use Comparative Adjectives in their answers. The group of students who find all the differences first, or who find the most differences in a set time, are the winners.

# New Year's Eve

Comparative adjectives

## Picture A
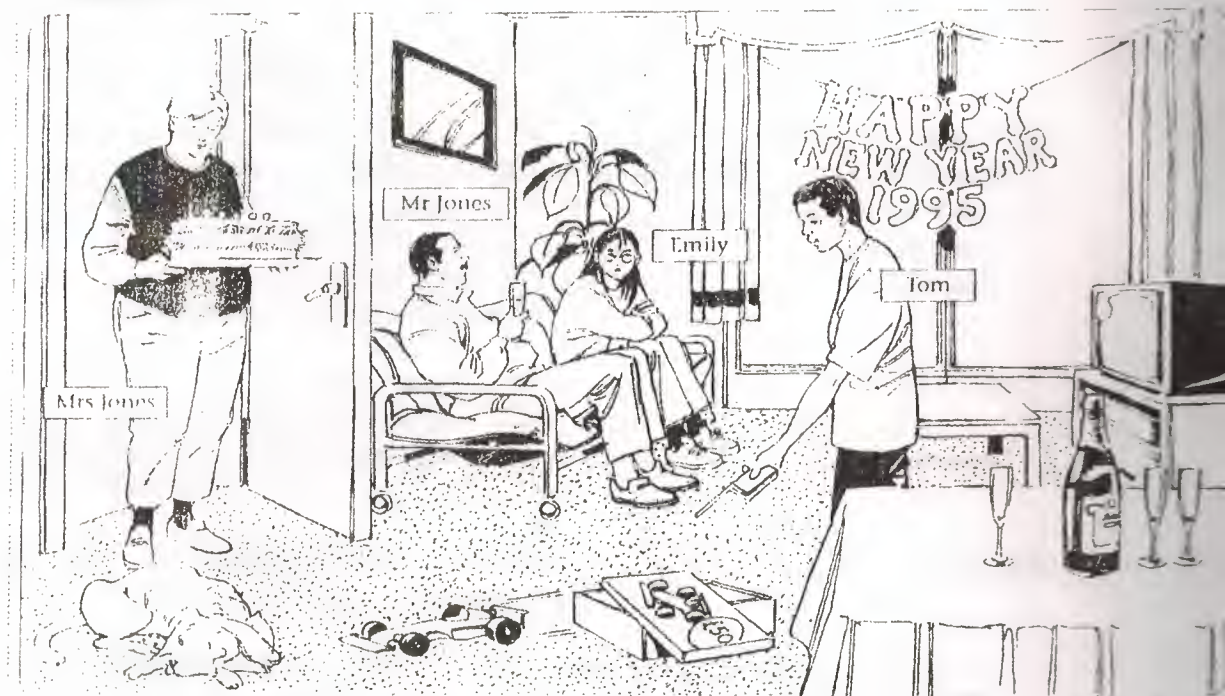


## Picture B

**Activity 6 : Song versions**

**Time:** 40 min.

**Level:** Elementary

**Language skill:** Listening

**Procedure:** Students in groups of 4-5 listen to the song and try to correct some of the words of the song which are changed by the writer. They in fact have a new version of the song and will write the original words. When they complete the correction of the words they should guess which of the following is the correct story of the song a or b? Then students should ask each other the following questions:

Have you got any friends from different countries?
Where and when did you meet them?
Have you ever met someone nice or interesting on holiday? Where and When?

**Comments:** The teacher must use a song appropriate for the level of the students and Choose a lyric that is suitable for the activity.

**Variations:** The teacher can use a song for the grammar points to practice on. www.esl-lounge.com is a good address to search for these types of activities using songs.
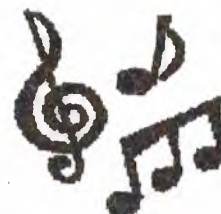
## Trains and Boats and Planes

Trains and boats and planes are going by
They mean a journey to Paris or Rome
  To someone else but not for me.
  The trains and boats and planes
  Carried you away, away from me.
  We are so in love, and high above
  We had a ring to wish upon. Wish
And dreams come true, but not for me
  The trains and boats and planes
  Carried you away, away from me.
You are from another part of the country,
  You had to go back a while and then
You said you soon would come back again.
  I wait here like I promise to.
  I wait here but where are you?
Trains and boats and planes took you away,
  But every time I watch them I pray
  And if my prayers can cross the land
  The trains and the boats and planes
  Will bring you back, back here to me.

     (Burt Bacharach)


Which is the correct story of the song, a or b?

a) He traveled to Paris and Rome on holiday by train and boat and plane. He met her and they fell in love and had dreams about their future, but she had to return to her country. He promised to visit her but he didn't, so she feels very unhappy.

b) She met a man in her country and they fell in love. He returned to his country and he promised to come back to her, but he didn't. usually when she sees trains and boats and planes she thinks about holidays and feels happy, but now when she sees them she thinks of him and is unhappy.