

CHAPTER ONE

INTRODUCTION

This chapter consists of general background, language learning, language learning aspects, collaborative learning, collaborative learning structure and techniques, literature review, objectives and the significance of the study. All those topics are elaborated in a significant way by the help of reliable authentic sources.

1.1 General Background

Language is a system of discrete acoustic signs that spontaneously emerges and develops in human society; it is a means of communication capable of expressing entire range of human knowledge and ideas about the world. In other words, language refers to a system of objects, such as sounds or character sequences that can be combined in various ways following a set of rules, especially to communicate thought, feeling and instructions.

Language is a system of signs for encoding and decoding information. The English word language has been derived from 'lingua' meaning "language, tongue". This metaphoric relation between language and the tongue exists on many languages and testifies to the historical prominence of spoken language. When used as a general concept, 'language' refers to the cognitive faculty that enables human to learn and use system of complex communication. The human language faculty is thought to be fundamentally different and of much higher complexity from those of other species. It possesses creativity and productivity. The word 'language' is also used to describe the set of rules that make this possible, or the set of utterances that can be produced from those rules.

The act of language teaching and learning is perceived as a demanding and challenging task which tests the passion, commitment and courage. It is also complex activity that requires a sound knowledge on how to handle the learners, teaching

strategies curriculum of institutions, source of materials and its use to facilitate understanding in others. It requires the passion and investment of great amount of intellectual social and emotional energy to the part of teacher. Teaching is not possible without learning because teaching is done in order to manage and facilitate the learning process.

According to Wright (1990), "Teaching can be seen as mediating between language and the learners within the formal context of the classroom" (as cited in Richards & Nunan, 1990, p. 82). Drawing this view it is clear that teaching is widely understood as an act of deliberating of knowledge, skills and attitudes to the learners with a dim of bringing positive changes in them. He defines teaching and learning as a complex and technical task to fulfill those people need strong personal and moral commitment. According to him:

Teaching is a continuous activity of encouraging attitudes, orientations and understanding which allow students to progress rather than to regress as human being to grow rather than to become narrow in their outlook and range of capabilities..... As a calling teaching is public service that also yields person who provides that service. (Richards & Nunan, 1990, p. 82)

Observing this definition it is clear that for the process of teaching and learning both teachers and students play vital roles though the student's role is main one. Nobody can get mastery upon vocabulary individually. For that help of the teacher is essential and teacher should be equipped with sound knowledge and skills. For this, they need to engage in lifelong learning. Most of the activities for the development of language should be carried under teachers' guidance though the institution in which the teacher and the students are involved. Students should adopt various methods and tools in order to develop themselves. Among them, the practice of collaborative learning is one of the powerful tools for the development of vocabulary. Johnson et al. (1991) stated in collaborative learning students involve in team to accomplish a common goal. So, for vocabulary development too they should have positive interference, individual accountability, face to face promotive interaction, appropriate use of

collaborative skills and group processed. Cooperation is grounded in the human moral and social capacity to take the position of the other through numerous forms of reciprocity, mutuality, give and take". This view is supported by Harmer (2007). According to him "Talking with colleagues is one of the best ways of resolving our doubts and uncertainties and it can help us understand what it is we think. As listeners too we can have a powerful entreat on our colleague's development" (p. 419)

1.1.1 Language Learning

Language learning is a common terminology that we use time and again in the field of language and linguistics. Previously, it was believed that learning language means to complete the rules of any language but now a days the trend of learning have been changed. So, to know about any language is language learning. It directly refers to learning a foreign or second language for perfect communication which is not easy. While we are taking about language learning, a question arises in our mind: Why should we learn? To answer this question is not easy. Mostly we learn language because it helps to communicate and integrate with local community. For research also we need to learn language because we may find out the information about the subjects in which we are interested in is published mainly in a foreign language. Most of our course book and other materials are published in foreign language. We may be required to study a particular language at school, college or university, we may interested in the either literature, poetry, films and T.V programs, music or some other aspects of culture of people who speaks a particular language in order to gain a better understanding of their cultures. Thus, for those all mentioned purposes we need to learn language.

Sometimes learners found the controversy between learning and acquisition. These two terms are different in the sense that the former one is use mostly as second or foreign language and later one is use for first language or mother tongue. But acquisition is also used in the context of second language learning According to Crystal (2003, p. 8):

Acquisition is also used in the context of learning a foreign language. Foreign or second language acquisition is thus distinguished from 'first language' or 'mother tongue' acquisition. In this context, acquisition is sometimes opposed to learning the former is viewed as a subconscious natural process which is the primary force behind foreign language fluency the latter is seen as a conscious process which monitors the progress of acquisition and guides the performance of the speaker.

So, the term 'learning' and 'acquisition' are very controversial in psychology of learning. Krashan's acquisition/ learning hypothesis is one of the main hypotheses to clarify the controversy between them. He claims that adults have two distinct and independent ways of developing competence in a second language: acquisition which is subconscious and learning which is conscious, (Krashan, 1982). This hypothesis focuses the point that 'acquisition' involves knowing the rules of language. This is subconscious process whereas 'learning' results in 'knowing about language', which is conscious process. (Yule, 1985, p. 191) defines: "The term acquisition refers to the gradual development of ability in a language by using naturally in communicative situation. The term learning applies to a conscious process of accumulation knowledge of the vocabulary and grammar of a language". It shows that language acquisition is generally related to natural language acquisition of native language and learning refers to the artificial learning of second language.

1.1.2 Learning as a Process

Learning is an active process of bringing positive changes in the learner's attitude, knowledge and behavior. It is a complex process and very difficult to be perfect in a short period of time especially for foreign language. Learning second language is one of the challenging tasks for every native learner. For the development of second language and for better achievement all should move through the processes. Without systematic process, it is really tough to get achievement in learning.

Researchers will certainly hear a lot more about processing approaches to second language learning. Recently there are various models that have made development proposals for integrating linguistic and cognitive dimensions, even if much research remains to be done. Especially within the field of language learning, there have been important developments recently. However, at the present the models which has been applied to the study of second language learning have tended to be concerned with the acquisition of relatively simple (and often artificial) data, somewhat removed from the richness and complexity of natural language and language learning contexts and much more research need to take place in SLL which give us a more comprehensive picture of the processes involved in learning in real situation.

Learning refers to the subconscious or conscious processes by which a language other than the mother tongue is learnt in a natural or the tutored setting. Learners acquire language in a variety of way as at any state for different purposes and to varying degree. Accordingly, learners may distinguish different types of learning. Traditionally the fundamental distinction has been made between tutored and untutored language learning. The former is limited formal schooling where as the latter involves language acquisition in a natural communicative situation.

1.1.3 Language Learning Aspects

Various aspects may fall under language learning. Learning is complete only having the knowledge of those various aspects. Among them, learning vocabulary and grammar are the main two aspects of any language. Learning vocabulary is the main concerns of the researchers. So, this heading is divided in two different subheadings and described for the formation of clear concept.

1.1.3.1 Learning Vocabulary

Vocabulary refers to all the words i.e. set of all the words and idioms of any language. A distinction is sometimes made between active and passive vocabulary. The former refers to the lexical items people use and the latter refers to words which they understand, but do not themselves use.

English language is one of the most liberal languages of the world in the sense that it deliberately permits borrowing from other languages. It can be described as the fairly mixed type of language in which some characteristics are agglutinating language as in Turkish and Finnish, including language such as Ancient Greek, Classical Arabic and Sanskrit, and isolating language like Chinese and Vietnamese. Because of these features English employs a lot of processes of word formation. Thus, it has an enormous body of vocabulary (Sthapit et al. 1994) has stated "of all the language, English has the largest vocabulary perhaps as many as two million words" (p.1). So, learning vocabulary of English is a bit hoarseful than other languages because even a single word of this language contains various meanings and these are used in different contexts.

Thus to have better communication and perfect knowledge of this language vocabulary is essential. Without learning vocabulary nobody can communicate in any languages because vocabulary provides the body to all language. Harmer (1991, p.153) wrote " Structure makes up the skeleton of language then it is vocabulary that provides the vital organs and flesh" with the help of which meaning is conveyed. Complexity of your feeling is based expressed with the right use of the words in the structures. Potential for expressing meaning relies on words used in structure.

So, both the knowledge on grammatical structure and ability to use the right words has been crucial for the effective manipulation of meaning. The acquisition of vocabulary is as important as the acquisition of grammar. Both are interdependent. Funk and Lewis (1980. p. 1) wrote, " ... If your vocabulary is limited your chances of success are limited." It suffices the importance of teaching vocabulary.

Harmer (1991, p. 154) has written, recently, however, methodologists and language have increasingly been turning their attention to vocabulary, stressing it's important in language learning and reassessing some of the ways in which it is taught and learnt." Previously learning of grammar was considered more important than learning of vocabulary. The current trend is on the learning of both vocabulary and grammar. It has also been essential to find out the suitable techniques of, selectable, sequishing,

presenting, practicing and using the vocabulary in meaningful context for its teaching and learning.

1.1.3.2 Aspects of learning vocabulary

Traditional concentration on learning vocabulary was to meaning and teaching, and learning of meaning is heavily based on the use of bilingual dictionaries. Recent trend on learning vocabulary focuses on its aspects of learning viz. word meaning, word use, word formation and word grammar. Harmer (1991, p. 158) mentioned " we can summarize knowing a more in the figure 1 " .

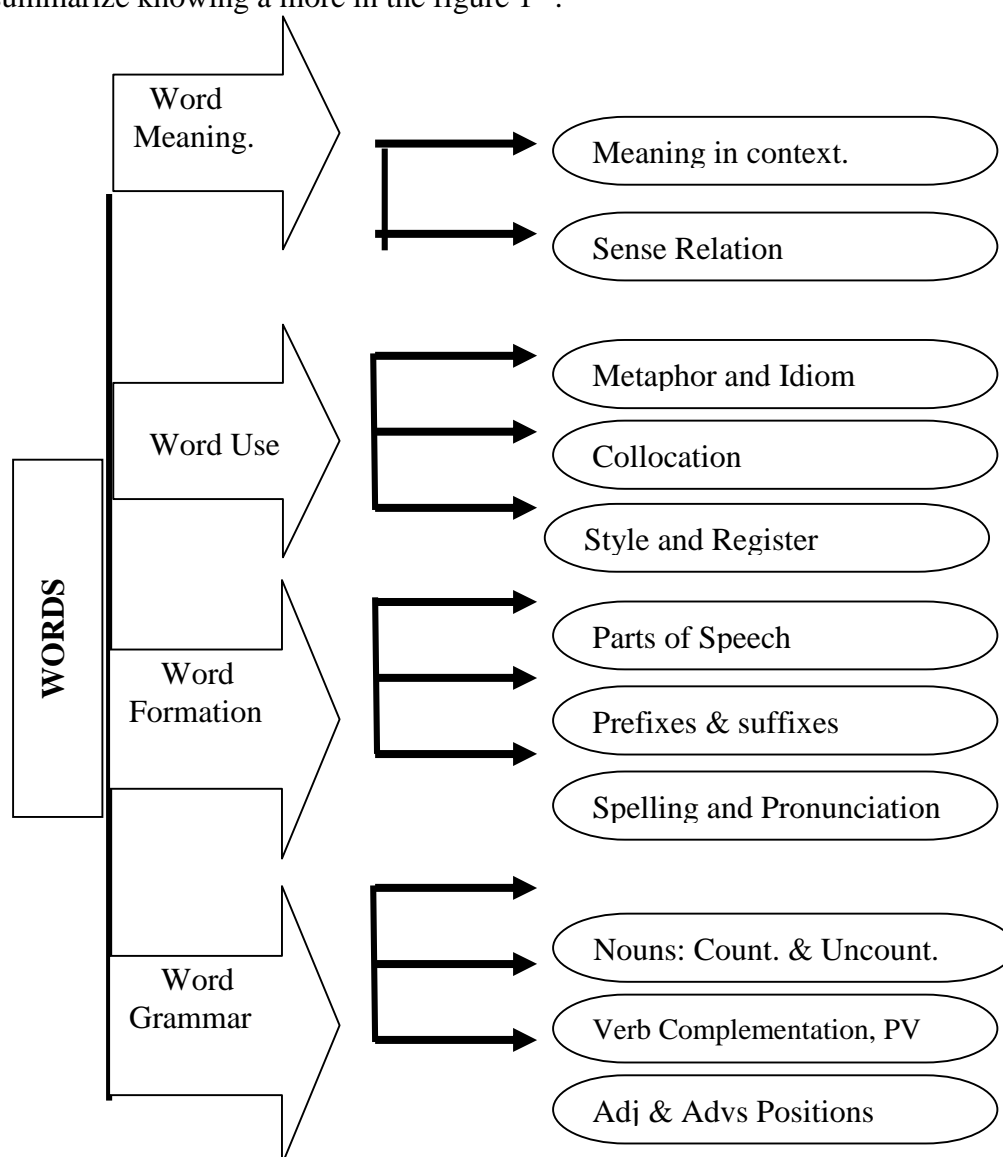


Figure 1: **Aspects of learning vocabulary.**

Source : Harmer (1991)

Note: Count= Countable, Uncount = Uncountable,
Adj= Adjectives, Advs= Adverbs.

Words can have multiple meanings. Any good dictionary can provide you this information listing these meanings. They have general meaning as well as contextual meaning. Contextual meaning relies in social setting or topical setting. Thus, we need to understand the importance of meaning in context. In addition to meaning in context we need to know about sense relations which includes sameness of meaning, oppositeness, multiple meaning etc. e.g. ball can be both as dance and round object for playing. Synonymy refers to the sameness in meaning as in bad and evil some words can be analysed in to their componential meanings, such as:

Man	woman	child
Ball	cow	calf
Ram	ewe	lamb

Some words seem to have opposites/ antonyms, e.g. long and short, good and bad, etc. The meaning of one word includes the meaning of another word, i.e. the relation is known as hyponymy, e.g. the meaning of vegetable is included in the meaning of cauliflower, vegetable is included in the meaning of cauliflower, potato, cabbage, yam, etc. In other words the relation is general and particular. The word vegetable has the general meaning and the words, 'cauliflower, tomato, potato, cabbage' have particular meanings. Similarly certain combinations of words have meaning which is very different from the combination of their separate meanings, e.g., 'pass on' means 'die'.

The second aspect of learning of words can be changed, stretched or limited by how it is used. Word meaning is frequently stretched through the use of metaphor and idiom. We know the word 'father' means male parents of a child or an animal. But the Christian it's meaning to refer to God, as in "Father, forgive us" such stretch in meaning is known as metaphorical use. In the same way we can use the word father in the form 'father to son' to mean from one generation of a family to the next. Word meaning is also governed by collocation that is which words go with each other. We can have a headache, stomachache or earache but we can not have leg ache or throat ache. Thus leg and ache and throat and ache do not collocate. We often use words only in certain social and topical contexts.

Word formation is the third aspect of learning vocabulary in which we should deal with word classes, verb conjugation, declension, affixation and word spelling, and word stress, stress shift etc. part learning a word is learning its written and spoken form. We should also bear in mind about form function and meaning relation in language. Word Grammar is the last but not the least important aspects of learning vocabulary. Under word formation the morphological and phonological framework and features are to be dealt with but when have learn word grammar, we have to consider the syntactical framework of the words. Words play certain behavior in sentences. It has been obvious that a word implicitly restricts the use of the other words and explicitly interacts among the words in a syntactic structure. The use and form of a word in sentences affects the use and form of the other words in the sentence. When students do not have this kind of knowledge they come up with erroneous sentences. Thus, the knowledge of position and behaviors of classes of words in sentences, prepositional verbs, phrasal verbs and idioms, order of adjectives in phrases, position of adverbs in sentences, etc. have been vital in learning the aspect vocabulary.

1.1.3.3 Techniques of Learning Vocabulary

Vocabulary is one of the major aspects of language teaching and learning. To teach and learn vocabulary learners should move through various procedures, and techniques. So, to learn vocabulary easily students need to have better knowledge of various aspects of teaching and learning vocabulary. They are worthwhile to mention here.

Teaching and Learning of Pronunciation

One of the major aspects of learning vocabulary includes pronunciation of words. Until and unless a word is pronounced in an accurate way there will be no fruitful learning of vocabulary. So, for the first time, the teacher should provide a lot of activities, for pronunciation practice and students should follow him/her. But teaching pronunciation of foreign language word is not easy. Both teacher and students face a lot of problems and difficulties in teaching and learning pronunciation. Harmer (2001)

gives the following two particular problems that occur in pronunciation teaching and learning.

What Students can Hear

Some students have great difficulty in learning and discriminating pronunciation features which we want them to produce.

The difficulty mostly occurs because of difference between mother tongue and foreign language sound system. For example /f/ and /v/ sounds are very difficult to pronounce for Nepali learners similarly for Japanese pronouncing /l/ sound is difficult.

According to Harmer (ibid), this problem can be dealt with two ways: Showing how sounds are made through demonstration of diagram and explanation and drawing their attention when they appear on tape of own conversation.

The Intonation Problem

Since English is a stress time language, many teachers find intonation the most problematic area of teaching pronunciation. They are not able to find out different patterns of intonation. Some of them are unable to pronounce the word or sentence with correct tone. If so, how can they teach correct pronunciation to the students and how the students learn the correct one? (Harmer, 1991, pp.184-5).

Through Modeling

In this technique, the teacher 'works as a model. Students pronounce the word and the students practice these sounds through choral and individual repetition drill. The teacher can use gesture to indicate the stress while he/she is modeling.

Through Visual Representation

The teacher writes up new words on the board and indicates where the stress is. This can be done by:

underlining

photograph

using a stress square

photographer

Using the stress makes before the stressed syllable.

Photo'graphy

Writing stress patterns of the word next to it.

Photography □□ □□

Ur (1996) gives following ideas for improving learner's pronunciation:

-) Imitation of teacher or recorded model of sounds, words and sentences.
-) Recording of learner speech, contrasted with native model.
-) Systematic explanation and instruction (including details of the structure and movement of parts of the mouth).
-) Imitation drill: repetition of sounds, words sentences.
-) Choral repetition drill.
-) Varied repetition drill.
-) Varied repetition drill (varied speed, volume, and mood).
 - o Learning and performing dialogues (as with drills, using choral work and varied speed, volume, mood)
-) Learning by heart of sentences, rhymes, jingles,
-) Jazz cants.
-) Tongue twisters.
-) Self- correction through listening to recording of own speech.

Learning Spelling

Spelling is the graphic representation of sounds in which particular words is written. As pronunciation is basic in speech, spelling is basic in writing. Knowing particular words involves knowing of spelling that word analysis skill and automatic word recognition. Research consistently indicates that fluent, skilled readers (both children and adult) make use of spelling patterns when they read and conversely, reading itself

reinforces knowledge of spelling patterns. Spelling for practicing word recognition, however involves different tasks and call for different teaching techniques.

Students face difficulties in learning spelling. The main difficulty is that there is no one to one correspondence between the sound and symbol in English. We find a lot of irregularities in sound and symbol correlation in English 'g' in 'tough' is pronounced as /f/, in 'through' it is silent, in 'fight' also it is silent. Because of this relationship between sound and symbol sometimes students spell the words wrongly. That is why learning and teaching spelling is one of the important aspects of vocabulary.

Vocabulary Games and Activities

There are many games and activities that can be used for teaching and learning vocabulary. Selection of these games and activities depends upon the nature of vocabulary and levels of students. While selecting games and activities the teacher should also think about the time too. Long games and activities may not be fruitful. For instance, matching definition, guessing the word, hangman, half a crossword, parts of speech bingo etc. are some useful games.

1.1.3.4 Learning Vocabulary Through Collaboration.

As we know that learning vocabulary is not an easy task. To have better communication all the learners should have enough amount of vocabulary and their use is in a particular context. So, any learner can not learn vocabulary perfectly. For this, each and every learner moves through collaboratively. So, collaboration of learners is one of the ideas with in which it not only increases interest among the participants but also promotes critical thinking. There is persuasive evidence that co-operative teams achieve at higher level of thought and retain information longer than learners who work individually. The shared learning gives learners an opportunity to engage in discussion, take responsibility for their own learning and thus become critical thinkers. Many researchers are concerned with clarifying how learners set about completing tasks and solving problems, and how they may transform their motivation and available strategies during the process of vocabulary development.

They only indirect interrelated changes in language learning opportunities. However MC Cafferty et. al (2001) have viewed that:

... apply activity theory more directly to a language learning vocabulary. These researchers ran a small -scale comparative study with two groups of learners of second language. One group was given a list of previously unknown words about animals, and asked to include them in an essay about zoos. The second group was asked to devise and run an interview with fellow students about their early language learning experiences, and was told they could ask for any vocabulary items they needed to fill gaps. It was found that the vocabularies items requested by individual members of the second group, and then actively used by them during the interview process, were retained much more than the animal's words made generally available to the first group. It was also found that individual members of the interview group were much better at remembering words that were central to their own individual interview agenda. Than they were at remembering new words used by other members of their books. (as cited in Mitchell & Myles, 2004, pp. 208-9).

By this experiment it is obvious that to memorize and learn any sort of vocabulary, group learning is a best technique in comparison to other sort of learning activities.

1.1.4 Collaborative Learning (CL)

Celebrative Learning (CL) is an instructional method in which learners work in groups towards a common academic goal. According to Johnson, Johnson & Smith, (1991, p. 94) "It is an instruction that involves students working in teams to accomplish a common goal" they further mentioned, under the conditions of collaborative learning the following elements are included.

i Positive Interdependence

Those members are obligated to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

ii Individual Accountability

All students in a group are held accountable for doing their share of the work and for mastery of all of the materials to be learned.

iii Face-to-face Promotive Interaction

Although some of the group work may be recalled 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.

v Appropriate use of Collaborative Skills

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

vi 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 attractively in the future.

So, collaborative learning is not simply a synonym of students working in groups. A learning exercise only qualifies as CL to the extent that the listed elements are presented.

This heading [CL] is divided into various subheadings and described to have better concept upon it.

1.1.4.1 Concept of Collaborative Learning

The concept of collaborative learning, the grouping and pairing of learning for the purpose of achieving a learning goal have been widely researched and advocated. The origins of collaborative learning as a teaching methodology can be traced back to ancient civilizations. However, it was replaced by other learning philosophies both in the West and in the colonized East. Collaborative learning was granted a new lease of life in the second half of the 20th century when research showed that students learned faster and retained more when they became partners in the process of teaching and learning instead of remaining mere receivers of knowledge from their educators. Thus, the success of one learner helps other students to be successful.

Collaborative learning instruction in the form of pair and group activities is an established norm. However teachers are now assuming a more active role in choosing instructional task and activities and guiding students to focus on forms. An explicit instruction by teachers produces greater impact than implicit instructions and is particularly useful on introducing new grammatical structure and vocabularies. Learning a language is a complex task. To learn any language, language learner should have patience, enthusiasm as well as labor. Especially to learn second language is a difficult task, without paying due attention towards the language nobody can able to get success. So, any learners should be curious, desirous and enthusiastic. It is almost impossible to learn language without including friends, seniors, teachers, and experts of related field. If the learners involve in any intellectual group he/she can learn any language easily and it is also possible to get mastery over the language and it is most effective way too. Mostly for learning the structures of morphology and syntax collaborative learning is important and it is demand of this era. He/she can easily learn grammar, vocabulary and other literary genres of literature through this learning. Thus, to learn vocabulary too collaborative learning is the most effective tool.

According to Nunan (1992)"while drawing on traditional teaching back to the turn of the century, collaborative teaching and learning have emerged over the last 10 years as significant concept within the few of language education" (p.1) he further writes:

In language education teachers, learners, researchers and curriculum specialists can collaborate for a number of reasons they wish to experiment with alternative ways of organizing a philosophy of co-operation rather than competition, they may wish to create an environment in which learners, teachers and researchers are teaching and learning from each other in an equitable way (a trend which is enhanced by the growing interest in action research),or they may wish to experiment with ways if incorporating principles of learners centeredness in their programs. (Nunan, 1992, p. 1)

Addressing the view of Nunan, it is clear that all the members who are directly and indirectly involved in teaching and learning have equal responsibility to make the teaching and learning more effective. For this, they all need to give credit in group learning rather than individual learning activities. All the activities which are used by them should follow students centered techniques.

1.1.4.2 Collaborative Learning Among the Students.

Collaborative approach to language education is confined to the students learning. It is one of the most effective tools for teaching learning process run individually but equally aware about learning collaboratively. So, CL uplift its status in the field of teaching and learning which enable to all the concern bodies especially for enriching their capacities.

Although much development of learning can occur through a learner's own personal initiative, collaboration with others both enhances individual learning and some the collective goals of an institution. Most successful organization depend on pupil working effectively together in teams, but special effort has to be made to develop team work in educational institution because teaching and learning is generally seen as an individual activity. The goal of collegial forms of professional development are to encourage grater interaction between learners, peer based learning through mentoring and sharing skills, experience and solutions to common problems.

Students learn best when they are actively involved in the process. Researchers report that, regardless of the subject matter students working in small group tend to learn more of what is taught and retain it longer than when the same content is presented in collaborative formats. Students who are in collaborative groups also appear more satisfied with their classes.

In collaboratively organized learning group, each member should take responsibility and all the time he/she ready to help other members. This study team may either short term groups or long term groups they should have stable membership who support, encouragement and assistance in completing course requirements and assignment. Study team also inform their members about lecture and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable the study teams can be.

1.1.4.3 Essential Conditions for Effective Collaborative Learning

Collaborative learning is a method of teaching and learning in which students' team together explores a significant question or create a meaningful project. A group of students discussing a lecture and students from different schools working together over the issues on a shared assignment are both examples of collaborative learning.

Sometime, the collaborative learning and co-operative learning are used synonymously. Co-operative workshop is a specific kind of collaborative learning students work together in small group on a structure activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Co-operative groups work face to face and learn to work as a team.

In order to create an environment in which cooperative learning take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together on must be clearly defined.

Dillenboug and Schneider (2010) have given the following three conditions of effective collaborative learning.

-) Group composition
-) Task features
-) Communication media.

1.1.4.4 Types of Collaborative Learning

Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participant but also promotes critical thinking. According to Johnson, Johnson & Smith (1986), there is persuasive evidence that co-operative teams achieve information longer than students who work quietly as individually. The shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning and thus become critical thinkers.

Before talking about the various types of collaborative learning, it is worthwhile to mention about the type of behaviour that have been strategically useful in the past have to be unlearned in collaborative situations. So, to learn and discuss collaboratively students should gain some knowledge individually about that discipline in which they are approaching collaboratively. If we generally analyses the types of learning, individual and complete learning is much useful for the examination point of view. For example, in order to do well in public examinations in competitive situations, "competitive" behavior strategies may work very well. But in collaborative learning situation these behaviors can mean that the products of the collaboration are of poor quality, and the learners are unhappy with the result. So, competitive and collaborative behavior that can be contrasted in the following ways:

EFFETIVE COMPETITIVE BEHAVIOUR	EFFECTIVE COLLABORATIVE BEHAVIOUR
1 Directed towards achieving personal goals. 2 Secrecy 3 Accurate personal understanding 4 For own needs but hidden/ misrepresented. 5 Unpredictable mixed strategies utilizing the elements of surprise 6 Threats and bluffs 7 Logical, non rational and irrational arguments used to defend a position to which you are strategically committed.	1 Directed Towards goals held in common. 2 Openness. 3 Accurate personal understanding of own needs and accurate presentation of them. 4 Predictable may be flexible but not designed to take the other party by surprise. 5 Threats and bluffs are not used. 6 Logical and innovative processes are used to defend your views or to find solution to problems. 7 Dropping stereotypes, Giving consideration ideas on their merits, maintaining good working relationship.

Source: Walton, R. (1970) Adopted from Walton, R (1970)

Figure 2 Contrast between competitive behavior and collaborative behavior

According to Slavin (1989), for effective collaborative learning, there must be "group goals" and "individual accountability." When the group task is to ensure that every group member has learned something, it is in the interest of every group members to spend time explaining concepts to group mates. Research has consistently found that students who gain most from cooperative work are those who give and receive elaborated explanations. Therefore, collaborative learning incorporates both "group goals" and 'individual accountability'.

Collaborative learning being an umbrella term includes different types of learning activities carried out by the learners. Adhikary (2009) divided it in to two broad categories for discussion. They are:

- i) Small- scaled collaborative learning activities.
- ii) Large-scaled collaborative learning activities.

Small scale collaboration involves the attitude and capacity to form productive Mentoring and peer relationships, team building and the like. On a large-scale, it consists of the ability to work in organizations that form cross-institutional partnerships such as school district, university and school-community and business agency alliances, as well as global relationships with individuals and organizations from other cultures.

- A Small-scale collaborative learning Activities.
 - i) Peer observation
 - ii) Team learning
 - iii) Mentoring
 - iv) Group Discussion
 - v) Informal sharing and interaction with the colleagues.
- B Large scale collaborative learning activities
 - i School clusters.
 - ii Student network
 - iii Training
 - iv Workshops, seminars, conferences

(Adhikary 2009)

Among the above mentioned types and sub-types of collaborative learning small scale collaborative learning is effective for the development of vocabularies. Learners need peer and group discussion, observation, team coaching, mentoring of the group as well as interaction among the teammates and sometimes discussion informally and formally which helps to gain more knowledge in related field.

A taxonomy which include the types of collaborative learning as mentioned in orientation lecture series LEARNING TO LEARN: Collaboration and learning center. Retrieved February 1st, 1011.

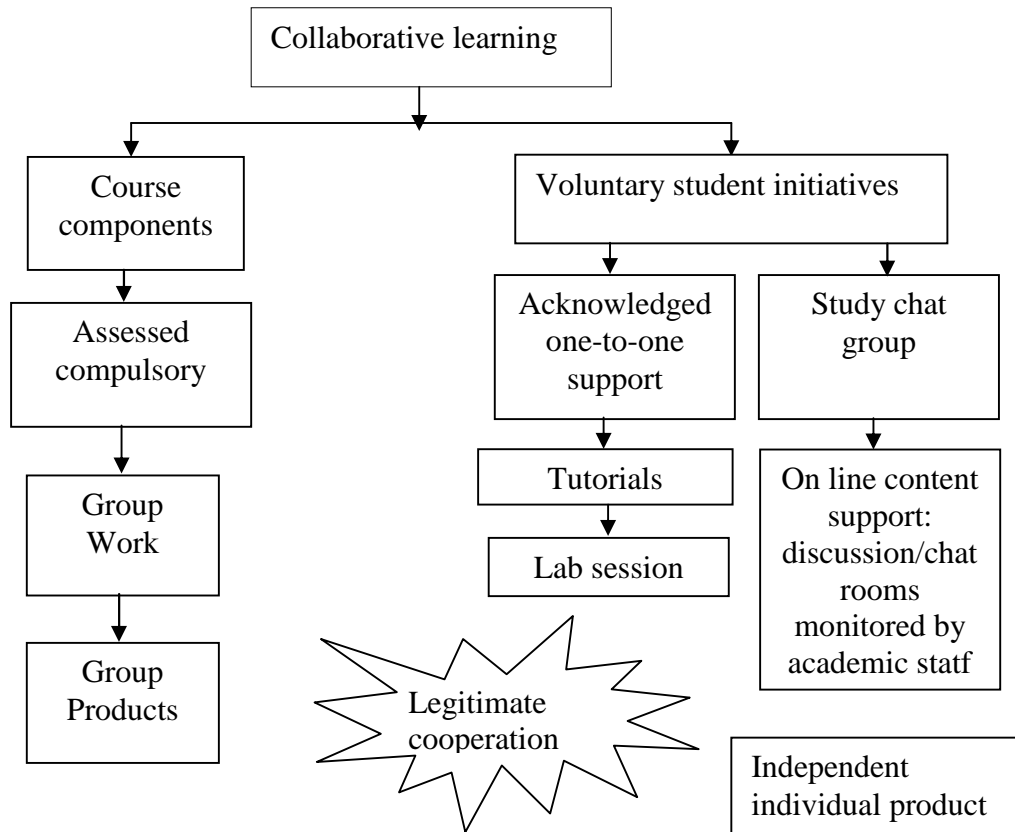


Figure 2: Taxonomy of collaborative learning

Source: Walton, R. (1970) p. 125

According to this taxonomy course components is compulsorily assessed to the learners and they should involved in group work and they produce a group product according to their related field. (Here group work is defined as a formally established project to be done by a number of students in common, resulting in a single piece of assessment or a number of associated pieces of assessment.)

Here, the curiosity increases how the small group works in a collaborative situation. To clarify this we should know the three key elements which are involved in group dynamics:

- * Product
- * Process
- * Contributions from members.

The terms collaborative and cooperative learning both indicate that students will be working in groups. It can get confused because the term collaborative learning will sometimes be used in higher education circles to designate the same practices that at the elementary and secondary level would be called cooperative learning. Rather than dwell too long on semantics; let's look at some practical examples of collaborative learning techniques. These all mention examples fall under the types of collaborative learning.

1 Brain Storming

Brain storming is designed to generate a large number of ideas in a short period of time. For collaborative learning it is helpful to structure the activity as a roundtable or roundrobin sharing of information.

- * Faculty poses question that has multiple answers/ positions.
- * One pile of paper and pen per group.
- * First student write one response, and says it out loud.
- * First student passes paper to the left, second student writes response, etc.
- * continues around group until time elapses.
- * Students may say 'pass' at any time.
- * Group stops when time is called.

2 Case Studies

Case studies in science: (A novel Method of Science Education) describes case studies as educational stories used to teach student about their field, that are typically written as dilemmas that give a personal history of an individual, institution, or business faced with a problem that must be solved. Background information, charts, graphs and tables may be integrated in to the text or appended. The teacher's

goal is to help the students work through the facts and analysis of the problems and then consider possible solutions and consequences of the actions that might take.

3 Double-entry Journal / Annotations

After students read and reflect on the assigned reading, they write their observations about the critical points and their responses to them in their journal. In class, they swap journals with another student who has also read and made comments on the reading. The pair (or group) discusses agreement and disagreement. Finally, the group "prepares a composite annotation that summarizes the articles, chapter or concept."

4 Dyadic Essay

Developed by L.W. Sherman, the dyadic essay confrontation (DEC) technique has students create an essay question on information previously covered in the course and compose the answer to the question as well on a separate piece of paper; students write only the essay question. Millis and Cottell (2007) have described the follow-up that occurs:

Randomly- paired students exchange questions, spending about 20 minutes writing on answereither closed or open book depending on the complexity of the materialto their partner's essay question. The Two then read, compare, and discuss the four answers looking in-depth responses prepared before class and the spontaneously generated in- class responses. The structure promotes critical thinking by requiring students to confront differing ideas, offers written to- learn opportunities, and provides solid and immediate feedback to students about their intellectual responses to discipline- specific.

5 Group Report

Rather than just having each group report its findings, consider structuring the process as a poster session in which each group creates an outline or concept map. One person from the group serves as a spokesman/person, explaining the posters. As the rest of the group circulate to view the other groups' posters. Rotate roles so that each group member has the opportunity to serve as the group's spokesperson.

6 Guided Reciprocal Peer Questioning

This approach provides students with a series of generic, open-ended questions designed to encourage synthesis, comparison /contrast, and extrapolation to other contexts within a context of a small group discussion.

7 Jigsaw

The jigsaw technique was first developed in the early 1970s by Elliot Aronson and his student at the University of Texas and the University of California. Jigsawing divides a problem or issue into parts as many parts as there are members of a group. Students who have been assigned the same piece of the puzzle join together temporarily. As focus groups is for the students to:

- Master the concepts in their section and
- Develop a strategy for teaching what they have learned to the other students in their original collaborative learning group.

8 Learning Community

A learning community is the purposeful restructuring of the curriculum to link together courses so that students find greater coherence in what they are learning and increase interaction with faculty and fellow students.

By altering the curricular structure to provide larger unit of study, learning communities frequently provide more time and space for collaborative learning and other more complicated educational approaches. Small group workshops and group seminars are samples of most learning communities. Peer writing groups and team projects associated with labs and field work are also fairly common. Study groups emerge in learning communities both intentionally and spontaneously.

9 Online Collaboration

The key idea is that participants create their own learning through thoughtful conversation and collaboration, guided by a knowledgeable teacher who is expert in facilitating online groups. This design is pedagogically superior to other designs because it is based on social constructivist learning principles having learners create their own understanding based on group conversations. When group based learning is implemented online, inexpensive asynchronous technologies (typically threaded discussion groups) are not only satisfactory, they are superior to synchronous ones. This online learning environment can be better than a seminar, because each participant has time to think about the conversation as it unfolds in slow motion and to make thoughtful contributions.

1.1.4.5 Collaborative Learning Structures and Techniques

To learn any aspects of language we should move through related structures and techniques. So, to learn collaboratively we should follow the following techniques.

-) Three step interview
-) Roundtable
-) Focused listening
-) Structured problem-solving
-) Paired annotation
-) Structured learning team group roles
-) Send a problem
-) Value line

-) Uncommon commonalities
-) Team expectation
-) Double in try journal
-) Guided reciprocal peer questioning

1.1.5 Processes of Collaborative Learning for Vocabulary Development

There are various ways of learning vocabulary. The teachers and learners can use and apply any process by which they can adopt it easily. Then collaborative and cooperative learning come in to voyage in the field of teaching and learning. There are theories on how collaborative learning improves the educational and psychological outcomes for students. These can be broadly described as cognitive, social constructivism and motivational processes / approaches.

Cognitive Process

For learners to retain and comprehend knowledge of vocabulary it must be placed in a conceptual framework (Salvin, 1995, as cited in Cooper et al. 1997). In the small group setting, the learner has the opportunity to rehearse their understanding with others and to be exposed to other conceptual constructs.

Social Constructivism

For knowledge to be internalized and a framework established, a social discourse must first take place. It is this discourse that leads to the conceptual frame work in which to relate the new knowledge.

The Motivational Process

The motivational theorists believe that the inherent structure of cooperative learning creates an environment which motivates learning. For instance, if group and individual performances component of the final assessment, individuals are motivated not only to learn the materials but also to encourage all group member to understand

the basic underpinning of the knowledge. Hence, there is driving force to foster positive interdependent relationships between group members. That collaborative learning creates a "one for all and all for one attitude."

The other very interesting processes which are essential to learn any aspect of language including vocabulary in collaborative setting are as follows.

i Positive Interdependence

Positive interdependence means that team members need each other to succeed. A childhood example is the three legged race. Though smaller than the typical learning group, it illustrates clearly the dependence each teammate has with the other individual.

There are many forms of positive interdependence that can be structured in groups, One way learning goal interdependence can be ensured is if the groups' goals include that all group members must understand a specific concept well enough to explain it to another group.

Positive interdependence can be reached with product goal interdependence: i.e. when students must reach a consensus answer.

Reward interdependence can be built into the group by having some form of shared grades. For example, besides certain number of points if all group members score at or above a certain grade.

Resource interdependence relies on the fact that individuals each possess specific resources needed for the group as a whole to succeed. This can be arranged by giving specific resources to different individuals in the group.

Role interdependence occur when specific roles are assigned to group members, for example, recorder or time keeper. The roles can rotate weekly to give all team members experience. Task interdependence occurs when one group member must first complete his / her task before the next task can be complete.

ii Face-to-Face Promotive Interactions

Face-to-face promotions give individuals opportunities to help each other overcome problems. They provide the feedback between members necessary for all individuals to test ideas and build a framework for their knowledge, and they provide source sharing. Finally they embody respect, caring, and encouragement between individuals so; all are motivated to continue to work on the task at hand.

iii Individual Accountability and Personal Responsibility

One disadvantage of collaborative learning can be if one group member does not contribute as much as the other does. This will often leave the other members frustrated and the student who isn't contributing won't really learn anything.

This eloquently stated concern about individual accountability is common among students who participate in collaborative learning group. No one wants to work with others who want a free ride. The purpose of collaborative learning is to create academically stronger students. To accomplish this, students much contribute their fair share. The instructor much structures the groups so that individuals do not have an opportunity to "hide". For instance, the instructor could require as part of the assessment that all group members present their groups resells to other groups.

The importance of individual accountability can not be overstated this issue lies at the heart of the "fairness" issue that concern many students. To encourage individual accountability, the group as a whole also needs to have certain group skills to keep everyone on board.

iv Teamwork and Social Skills

The ease with which students talk in groups in the minutes prior to the start of class does not indicate how well they will work in as small group on an academic task where they must rely on one another. The assumption that students will actively

listen, be respectful and thoughtful, communicate effectively and be trust work is not always correct. Often, time must be set aside to work on these and to point out that teamwork skills are essential for achieving the course goals. One way to enhance student social and teamwork skills is to set sends sometime occasionally to discuss their issues. This sends a signal to the student that these skills are important and can clarify the social and teamwork skills. This self -assessment survey method is also helpful for group processing.

v Group Processing

Group processing provides feedback to group members regarding their participation, provides an opportunity to enhance the member's collaborative learning skills, helps to maintain a good working relationship between members, and provides a means of celebrating group successes. One strategy is to ask each team to list there things the group has done and that need improvement. In structure can also encourage whole class processing, where by he / she observes groups and provides feedback either to individual group or the entire class.

1.5 Review of the Related Literature

Collaborative learning for the development of vocabulary is a process in which learners keep engaged in learning and gaining their status. Vocabulary development is not an easy task, to develop it people need dedication, enthusiasm and labor various methods and techniques that has been using in the field of teaching and learning for the development of vocabulary.

In the field of language teaching and learning there are various linguistic researches have been conducted. Mainly in the aspect of language vocabulary and collaborative learning the following researches are conducted.

Yadav (2005) conducted a research entitled, "Active and passive vocabulary in Nepalese language learners". It was a comparative research and he found out that in second language learning Nepalese learners feel difficulty to learn passive vocabulary

in comparison to the active one. He also identified that people have a large number of vocabulary. But the distinction is hard to mention. We can assume that students have a store of words, but it would be difficult to say which are active and which are passive vocabularies. Whether or not a word belongs to passive and active vocabulary is not a characteristic of the word itself, but depends upon the language user who possesses it. A word that has been 'active' through constant use may slip back in to the passive if it is not frequently used. A word that students have in their 'passive' store may suddenly become 'active' if the situation or the context provokes its use. In other words, the status of vocabulary item does not seem to be permanent status of affair. All these mentioned issues are the fluctuating context of vocabulary and it is ever-changing now and then. Non native learners are unaware about all these facts and really feel difficult to learn vocabulary.

Similarly, **Timilsina (2007)** carried out a research on "A comparative study of Traditional and super learning method of vocabulary memorization by B.Ed. students". It has contrasted with Yadav's (2005) research to active and passive vocabulary but her research concern with how to memorize vocabulary either it is active or passive.

She found out that to learn any sorts of vocabulary through super learning method is effective one because from this method students can learn without any hesitations for a long time. They can not feel bored and have a great interest towards learning. But in the traditional way of learning students feel bored and monotonous. Learning traditional is not really effective especially for memorization of vocabulary. For instance G.T. method, by the help of this method students can complete the vocabulary but it does not help to memorize for a long time albeit, it is better for rote learning and for a short time memory only. If we learn vocabulary by applying the techniques of super learning it helps to sustainable memorization and practical use.

Likewise, **Khanal (2008)** carried out a research on "The effectiveness of communicative method in Teaching vocabulary." It has also contrasted with both Yadav's (2005) and Timilsila's (2007) researches due to its own way of learning vocabulary especially for foreign language. She has conducted a comparative research

and has done comparison between traditional and communicative method for learning vocabulary and found out that by the way of communicative method students have a chance to discuss and interact with each other and learn them. Traditional methods are also very famous to learn vocabulary but in traditional methods students don't have a chance to communicate with each other and they are sometime fall in problem and they get wrong concept on the related field. But in communicative method if the students have some problems they discuss each other and find out the clear solution upon it which is interesting too.

In the same way, **Acharya (2008)** carried out an experimental research an "Effectiveness of Teaching vocabulary through real object". Instead of only the way of learning in comparison to other researches this research signify the use of real materials to understand and have clear knowledge for vocabulary development, and found out that though the vocabulary can be thought and learnt by other techniques and methods but it is not easy to memorize and understand. If we go through real objects the teaching and learning is concrete and students understand easily. Real objects are those teaching materials which provide the real knowledge to the students and they can memorize deeply which is sustain as a whole their life. It is also found out that real objects reflect the positive attitude towards learning any aspects of language.

Similarly, **Adhikary (2009)** conducted a survey research entitled "collaborative learning for teacher's professional development" and she found out the following facts.

- i Almost all (97.5%) secondary level English language teachers for positive attitude towards collaborative learning for their professional development.
- ii Most of the teachers are interested to share their professional problems with their colleagues.

- iii Some teacher hesitates to share their problems among their colleagues due to the fearness that their weakness may get revealed and they may be disqualified.
- iv Seventy percent teachers have a favorable environment for collaborative learning with in their institution and thirty percent lack.

Though various researches and studies have been carried out in the field of ELT and a few on collaborative learning, there is a lack of research in the area of collaborative learning for the development of vocabulary which is one of the tools of learner's development in the aspects of language. Though some articles in different journals have touched this issue, none of the studies have dealt with the effectiveness of collaborative learning for the development of vocabulary in secondary level, Thus, the present study is a new endeavor as it attempts to exploit one of the effective ways of learning.

1.3 Objectives of the Study

The objectives of the study are as follows:

- a To find out the effectiveness of collaborative learning in learning vocabularies.
- b To compare and contrast the collaborative learning and other types of learning.
- c To list some pedagogical implications on the basis of the findings of the study.

1.4 Significance of the Study

This study reveals the effectiveness of collaborative learning for the development of vocabulary in secondary level. So, it will be useful for those students who feel difficulty to learn vocabulary individually and through traditional way. This study is especially focused on collaborative learning as one of the important tools for learning vocabulary. The study will be equally beneficial for the teachers, novice trainers and those personalities who have desire to learn and to teach vocabulary by new

techniques. All the persons who are directly and indirectly in the teaching and learning activities will be benefitted from this study.

1.5 Definition of Key Terms

The technical terms which are used in this study are mentioned below with their definitions:

<u>Terms</u>	<u>Definitions</u>
Collaborative learning	It is used as an instructional method in which learners work in a group towards a common academic goal.
Group work	It is defined as a formally established project to be done by a number of students in common, resulting in a single piece of assessment of a number of associated pieces of assessment.
Artificial learning	Second language learning is termed as an artificial learning.
Tutored setting	Formal setting especially for teaching learning activities.
Positive interdependence	It refers to the cooperation between team members each other to be successful.
Individual accountability	The contribution of individual.
Group processing	One strategy which is used to ask each team to list there the group has done and that need improvement.
Legitimate cooperation	It is defined as any constructive educational practice that aims to facilitate optimal learning outcomes through interaction between students,
Double- entry journal	A kind of journal in which the students write their observations about the critical points and the responses in their journal.

Dyadic essay	A term in which students create an essay question on information previously covered in the course and compose the answer to the question. This technique is developed by Sherman.
Learning community	Purposeful restructuring of the curriculum to link together courses so that students find coherence in what they are learning and increase interaction with faculty and fellow students.
Online collaboration	A kind of e-learning or web course as having many of the same qualities, in which the participants create their own learning through thoughtful conversation and collaboration, guided by the knowledgeable teacher who is expert in facilitating an online group.
Social constructivism	It is a discourse that leads to the conceptual framework in which to relate the new knowledge.

CHAPTER TWO

METHODOLOGY

This chapter deals with the research methodology adopted to carry out the study on the effectiveness of collaborative learning for the development of vocabulary. So, methodology is concerned with the secondary level students and teachers of Pokhara valley towards collaborative learning for the development of vocabulary.

The sources of data, population of the study, sample size and sampling procedures, tools for data collection, process of data collection, limitations of the study and other procedures are illuminated in this chapter.

2.1 Sources of Data

I have taken both primary and secondary sources of data that are used to meet the objectives of the study because, to make the research more explicit.

2.1.1 Primary Sources of Data

The primary sources of data were secondary level students and teachers taken from the selected schools of Pokhara valley. The data were taken only from Pokhara valley because it is impossible to take the data from broad area and it is not reliable, too.

2.1.2 Secondary Sources of Data

The secondary sources of data for this research were the various books, articles, reports, research studies, dictionaries, journals and internet related to the study area that are helpful to elaborate the research topics in a easier way. Some of them include Richards and Nunan (1990), Harmer (1991), Nunan (1992), Kumar (2000), Ur, (1996), Crystal (2003), Wright (1990), Johnson, Johnson and Smith(1996), Krashen(2000), Best and Kahn (1996) etc.

2.2 Population of the Study

The total populations of the study are 40 secondary level students and 10 teachers from Pokhara valley. If large number of students and teachers are taken the study will take long time and the clear data will not be revealed so, I have taken only the few number.

2.3 Sampling Procedure

It is better to narrowing down the research area to make the research more clear so, I purposively, selected Pokhara valley as a research area of my study. The total sample size consisted of 40 secondary level students (especially from English medium schools) and 10 secondary level teachers. I used non-probability random sampling procedure to select the respondents to find out the accurate information. If it is taken in a large number the research area would be vague and the study might not be significant.

2.4 Tools for Data Collection

The research design of this study was survey research. I used the tool 'questionnaire' (see Appendix-I &II) to elicit the required information for the study. The questionnaire consisted of both close ended and open ended questions.

2.5 Process of Data Collection

The following procedure were used to collect the primary data.

- i First of all, I chose my research field which is Pokhara valley for data collection.
- ii For the collection of data, I visited the selected schools and got permission from the school authority to consult the English language teacher and secondary level students.

- iii I had given some information to the students for clear understanding of my topic by taking 3 classes.
- iv Then, I built rapport with the concerned teachers explained them about the purpose of my study.
- v I requested them to help me by responding the questionnaire.
- vi After that, I distributed the questionnaire to them.
- vii Finally, I collected the questionnaire.
- viii I thanked the respondents for their participation and cooperation.

2.6 Processes of Data Analysis and Interpretation

It is easy to analyze and interpretate the data by the help of various statistical tools so, I have taken the help of various tools that are mentioned below:

- i For the analysis and interpretation of data, I have taken the help of table.
- ii I have taken out the percentage of the total teachers and students according to their responses.
- iii To make the study more explicit, I used pie chart and bar diagram too.
- iv The clear description is given after each table, pie chart and diagram.

2.7 Limitations of the Study

The research was conducted only in Pokhara valley and the number of teachers and students were also few. It is related to only collaborative learning so the study had the following limitations:

- i The study was limited to the selected 40 secondary level students and 10 secondary level English language teachers.

- ii It was limited to only collaborative learning among the different strategies for the development of vocabulary.

- iii It was further limited to the analysis of the responses obtained from the respondents only.

CHAPTER THREE

ANAYSIS AND INTERPREATION

In this chapter I have analyzed and interpreted the data collected form primary sources. The data was collected with the help of questionnaire (see appendix II) consisting both closed ended and open ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 40 secondary level students and 10 secondary level English language teachers form the private schools of Pokhara valley.

I arranged the questions thematically in to three groups to meet the objectives of the study. The collected data was analyzed and interpreted under the three main headings.

- a Effectiveness of collaborative learning activities on secondary level for the development of vocabulary.
- b Extent of the practice of various types of collaborative learning activities on comparison with other traditional learning activities in the institution.
- c Environment available for student in learning and practicing collaboratively.

The participant students were asked to respond the 15 closed- type statements and 10 open ended questions requiring the answer in their own words.

The analyses of the collected data have been carried out as accurately as possible. The analysis and interpretation has been done.

3.1 Effectiveness of Collaborative Learning Activities in Secondary Level for the Development of Vocabulary

The first objective of the study is to find out the effectiveness of collaborative learning, in learning vocabulary. With the help of 7 closed ended questions and 5 open ended questions, I tried to extract the views of participants towards collaborative learning and their opinions on how collaborative learning can development the vocabulary. The students responses are presented on table one.

Table 1**Opinions of Secondary Level Students towards Collaborative learning Activities:**

S. N.	Statement	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Working in a group among the colleagues in the institution has positive effect for the development of vocabulary.	23	57.5	17	42.5	-	-	-	-	-	-
2	Team learning is an effective means to vocabulary development.	21	52.5	19	47.5	-	-	-	-	-	-
3	Team work is a best tool in comparison to individual learning activities.	23	57.5	16	40	1	2.5	-	-	-	-
4	Brain storming plays vital role for vocabulary development in a short period of time.	13	32.5	22	55	5	12.5	-	-	-	-
5	Individual learning is monotonous but group learning is interesting.	12	30	17	42.5	3	7.5	8	20	-	-
6	In every institution students need to encourage to plan and learn collaboratively.	8	2	15	37.5	13	32.5	-	-	2	5
7	Most of the time teachers need to collaborate the students each other for the development of various aspects of language.	19	47.5	15	37.5	5	12.5	1	2.5	-	-

Among the 40 respondents, the collected data revealed that 57.5% of them strongly agreed and 42.5% of them agreed that working in a group among the colleagues in the institution has a positive effective for the development of vocabulary. The data shows that all the students agreed that collaborative learning in the institution beneficial for the development of vocabulary.

While analyzing the responses to statement 2 it was found that 52.5% of the students strongly agreed and 47.5% of them agreed team learning as an effective means to vocabulary development. None of the student disagreed the statement. This shows that all the students hold positive attitude towards the effectiveness on team learning for their vocabulary development.

Maximum number of the students (57.5%) strongly agreed and 40% agreed that team work is a best tool in comparison to individual learning activities for the development of their word power where as only 2.5% of them could not determine whether team work has an effective role on developing their vocabulary. None of the respondents argued against the statement. Similarly, 32.5% students strongly agreed and 55% students agreed that5 brain storming plays vital role in student's vocabulary development where as 12.5% were not sure about its effectiveness. It shows that almost 90% students are aware about the importance of brain storming for their vocabulary development.

Likewise, 30% of students strongly agreed, 42% agreed upon the individual learning is monotonous but group learning is interesting. Out of them 7.5% are not sure about the statement and 20% of them disagreed. It clearly shows that some of the students have a habit to learn in isolated environment fro their betterment.

The sixth statement was, do you encouraged in your institution to plan and learn collaboratively? In this statement 20% strongly agreed, 37.7% agreed. 32.5% students are not sure whether their institution encouraged then to learn collaboratively or not and 5% of them are against the statement and reasoned that we don't encourage learning collaboratively in our institution.

The last statement was, most of the time teachers need to collaborate students each other for the development of vocabulary, in this statement 47.5% strongly agreed, 37.5% agreed and 12.5% are not sure and only one student disagreed. It shows that 85% of the students are in the favor of this statement of their views state that teachers should collaborate the students for their vocabulary development.

The data presented in the table 1 reveals that majority of the secondary level students are aware of the role of collaborative learning for the development of vocabulary. They have positive attitude towards learning collaboratively and importance of different collaborative learning activities.

In order to elicit the further information of the effectiveness of collaborative learning for the development of vocabulary there were altogether 5 questions asked to them. In response to these questions, all the students are replied in the favor of collaborative learning. To support their views, they came up with deferent reasons. All of their responses are summarized and presented in table no.2.

Table 2
How Collaborative Learning Help to Develop the Vocabulary of Students

S.N.	Responses	Number of students	Percentages
1	In a group learning students have chance to share their feeling and ideas which helps to improve them rather than learning in isolation.	15	37.5%
2	CL encourages discussion, interaction and conversation with each other which makes vocabulary strong.	8	10%
3	Related problems can be shared and to solve in group learning but it not possible in individual learning.	21	52.5%
4	There are opportunities to be familiar with each	5	12.5%

	other problems, strengths and weaknesses and learn form it.		
5	VD is the destination where as CL is the way to go.	1	2.5%
6	Team learning is interesting and they can participate even in tough problems but in individual learning, it is monotonous and impossible.	2	5%
7	CL encourages discussion debate and interaction, so, exchange of knowledge take place which develop self confidence required for VD.	3	7.5%
8	Feeling of unity and strength develop in a group and they learn easily.	2	5%
9	Working collaboratively has less chance to reaching the wrong decision on problematic issues,	7	17.5%
10	Weak students are benefited by CL, to uplift their vocabulauy status.	9	22.5%
11	Students have a chance to correct their mistakes in CL.	1	2.5%
12	The confusion of using vocabulary according to the context is omitted out while the students learn in a group.	3	7.5%
13	CL help to search and find out a wide range of learning reference and source required for VD.	2	5%
14	Intimacy, mutual understanding, positive attitude and cooperation among the students developed by CL which are the essential qualities to learn any aspects of language.	8	20%

The data which is presented in table 2 shows that most of the students (52.5%) viewed that related problems can be shared and to solve in group learning but it is not possible to share any ideas, feelings and thoughts in individual learning hence collaborative learning help to develop the vocabulary power of students. According to 20% respondents, CL encourage discussion, interaction and conversation each other

which makes the vocabulary strong. So, It clarifies that working in group is much beneficial.

Similarly, 22.5% of respondents are in the favor of CL and they opined that weak students are benefited by CL to uplift their vocabulary status. Likewise 20% students responded that they can get a chance to develop intimacy, mutual understanding, positive attitude and cooperation anion then which is possible only by CL and these are the essential qualities fro the development of vocabulary.

As mentioned by 17.5% respondents, working collaboratively has less chance to reaching the wrong decision on problematic issues. According to 7.5% of students, the confusion of using vocabulary according to context is omit out while the students working in a group and they have chance to broaden and sharpen their mind towards using vocabulauy. 7.5% out of total students reasoned that CL encourages, discussion, debate and interaction, so, exchange of knowledge take place which developed self confidence required for VD. According to 5% opined team learning interesting and they can participate even in tough problem but they again viewed individual learning is monotonous and very difficult to solve tough problems and it is difficult to enrich the vocabulary development.

One of the teachers quoted "students have a chance to correct their mistake in CL". Similarly, the next mentioned that VD is the destination where as CL is the way to go. In conclusion, students provided various reasons and opinion on how collaborative learning can help to development vocabulary. The reasons includes: (a) opportunity to share their feelings and ideas (b) exchange of problems to reach the solution through joint effort (c) opportunity to be familiar to each other in their problems, weaknesses and strengths (d) development of self-confidence by the help of discussion, debate and interaction among them (e) feeling of unity and strengths (f) prevent to reaching in a wrong decision (g) development of intimacy, mutual understanding and cooperation (h) have a golden chance to correct their mistakes and search and find out the wide range of references and other learning sources which are most for vocabulary development.

3.2 Environment Available for Students for Learning and Practicing Collaboratively

To make the researcher study more effective and more reliable the researcher asked the students. Do you have favorable environment with in your institution to plan and learn collaboratively? This question was simplified in to 5 closed indeed questions and 2 opine ended questions and asked to the respondents. The data on student's responses to this statement is presented on table 3.

Table 3
Environment for Collaborative Learning

S. N.	statement	Responses									
		SA		A		NS		D		SD	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Each institution should mention good environment to learn collaboratively.	27	67.5	11	27.5	-	-	-	-	-	-
2	Institution should reinforce teachers to teach collaboratively.	15	37.5	14	35	3	7.5	3	7.5	5	12.5
3	Students have favorable environment with in their institution to learn collaboratively.	5	12.5	16	40	5	12.5	13	32.5	2	5
4	Encouragement by head of institution is essential for better collaborative learning.	19	47.5	18	45	1	2.5	2	5	-	-
5	Students are appreciated by their HOD to word in a group.	5	12.5	10	25	19	47.5	5	12.5	1	2.5

As shown in table. 3, 67.5% students strongly agreed. 27.5% of them agreed that each school or instituting should maintain the favorable environment to learn collaboratively. It shows that 95% of students find there is no good environment to learn in a group in their institution. 5% of respondents out of them are not sure whether there is good environment or not to learn in a team. Similarly, 47.5% students are strongly agreed and 45% of them agreed the statement that encouragement by head of institution is essential for better collaborative learning and only one student is not sure in the statement and 2.5% of students disagreed upon it. Likewise, 47.5% of students are not sure whether their head of institution inspired his students to learn collaboratively, 12.58% reasoned there is no any inspiration by their head to collaborate each other, one of them strongly disagreed and said our head of institution never inspired the students to learn collaboratively. It is also shows that 40% respondents got favorable environment with in their institution to plan and learn collaboratively. 32.5% of them have not got the favorable environment, 12.5% strongly agreed the statement and 5% of them strongly disagreed upon this statement.

In conclusion, it shows that almost all the students are agreed that there should be better and favorable environment with in their institution to plan and learn collaboratively for their all round development. Teachers, students and head of institution should focus towards this learning activity.

The opinions of the students are also collected by asking the same question, Do you have favorable environment with in your institution to plan and learn collaboratively? If not what need to do? The following figure presents the data:

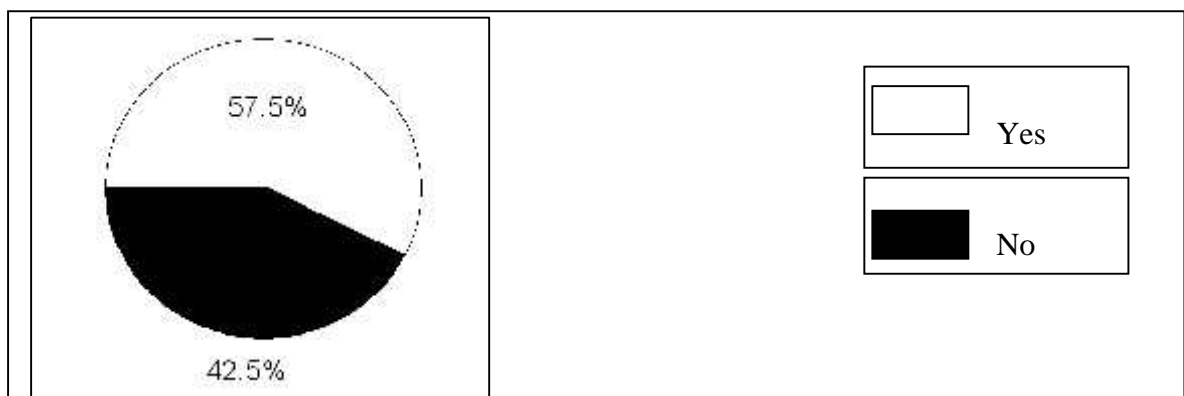


Figure 3 Availability of Favorable Environment with in the Institution

Majority of the students replied that they have a favorable environment to plan and learn collaboratively with in their institution and 42.5% of them replied that they don't have such environment and they are deprived form such environment.

The students who have given their answer, no we don't have favorable environment within our institution to plan and learn collaboratively, their suggestions and responses are summarized and presented in table 4.

Table 4
What is Needed to Make the School Environment Favorable for CL

S.N.	Responses	No. of teachers	Percentage
1	School administration should pay due attention to plan and learn collaboratively.	19	47.5%
2	There should be well trained teachers and they should follow the collaborative technique.	8	20%
3	The head of the institution should encourage teachers to make students to do the every activity in group.	12	30%
4	Students also need to give pressure to the administration to maintain such environment.	9	22.5%
5	Encouragement by HOD to the students and teachers is most.	7	17.5%
6	Most of the time the institution focus on group learning rather than individual learning.	15	37.5%
7	Teacher's should reinforce the students and students are also need to bay attention towards group learning.	13	32.5%
8	Team learning should be appreciated by teachers instead of criticizing.	5	12.5%

Table 4 indicates that almost 50% of the students reasoned that school administration should pay due attention to plan and learn collaboratively. According to the 20%

respondents there should be well trained teachers and they should follow the collaborative techniques effectively. Likewise, 30% of the students reasoned that the head of the institution should encourage teachers to make the students to do every activity in group. Similarly, 12.5% replied students need to give pressure to the administration to maintain favorable environment. 17.5% reasoned that head of depart and teachers need to encourage the students to learn collaboratively.

According to 37.5% respondents, most of the time the institution should focus on group learning rather than individual learning. 12.5% of them replied that team learning should be appreciated by the teachers rather than criticizing. All these responses provided by the student's reveals that if the school administration, teachers and student have joint efforts towards the development of collaborative learning activities, they have able to learn and practice freely and actively.

To make the research study more explicit, and also to clarify the objectives, the data were collected form the English langrage teachers of secondary level. For eliciting the information required to meet the objective, the teachers were provided 10 closed and 5 open ended questions to respond. The presentation of the data collected form the teachers, its analysis and interpretation have been carried out under different headings:

3.2.1 Working Collaboratively Among the Colleagues have Positive Impact

Table 5
Working Collaboratively among the Colleague has Positive Impact

S.N	Responses	Number of teachers	Percentage
1	Strongly agree	6	60%
2	Agree	2	20%
3	Not sure	1	10%
4	Disagree	1	10%
5	Strongly Disagree	-	-

The teachers were provided with the statement, "working collaboratively among the colleagues in an institution has a positive impact for the development of vocabulary," and 5 alternatives strongly agree, agree, not sure, disagree and strongly disagree. With the help of this statement, it was tried to find out whether the teachers have positive impact of not. The data on teacher's responses to this statement is presented on the table 5.

As shown in table 5, 60% of teachers strongly agreed, 20% of them agreed, 10% of them are not sure and 10% of them disagreed that working collaboratively among the colleagues have positive impact for the development of vocabulary. No one teacher strongly disagreed about that but only one teacher disagreed. The data shows that 70% of teachers are sure that working in a group really helpful for teaching learning activities.

3.2.2 Collaboratively Learning Activities can Enhance the Development of Vocabulary

The respondents were asked a question, do you think collaborative learning activities can enhance for the development of vocabulary? If yes, in what ways. The responses of the teachers are shown by the following figure:

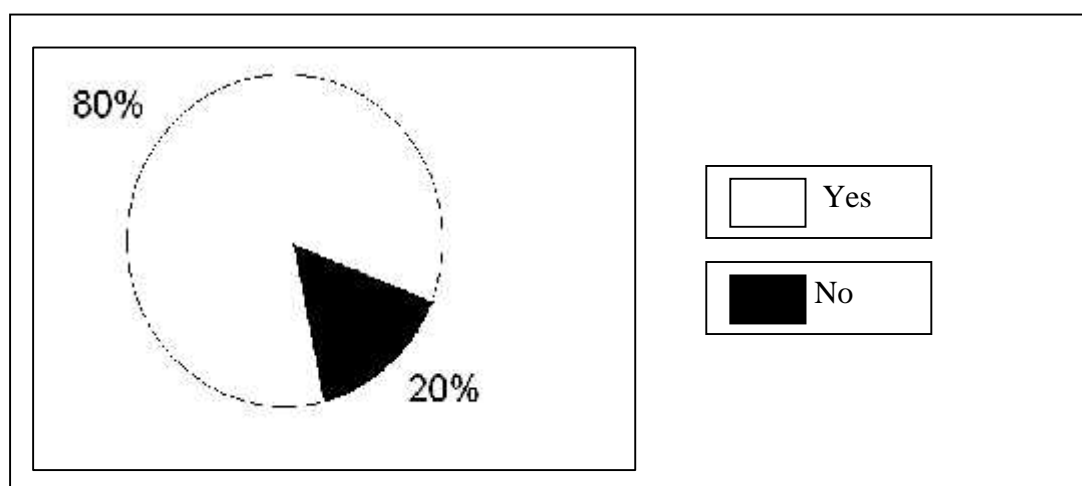


Figure 4 Learning Collaboratively Enhance the Development of Vocabulary.

Majority of the teachers (80%) replied that, of course, collaborative learning activities can enhance for the development of vocabulary. 20% of them replied that they are not sure whether it can develop or not.

3.3 Extent of the Practice of Various Types of Collaborative Learning Activities (in comparison with other traditional learning activities in the institution)

The second objective of the study was to compare and contrast the collaborative learning and other types of learning. For eliciting the information required to meet the objectives the data were collected from 10 secondary level English teachers providing 5 closed ended questions and 2 open ended questions. The presentation of the data collected form the teachers, its analysis and interpretation have been carried out below:

Table 6

Extent of the Practice of Various Types of Collaborative Learning

S.N	Statements	Number of teachers	Percentage
1	Small scale collaborative learning is effective in comparison to large scale CL.	8	80%
2	Jigsaw and community learning help to improve the vocabulary power among the students.	5	50%
3	Online collaboration is the demand of time for vocabulary development.	7	70%
4	Dyadic essay is an effective tool fro vocabulary development.	3	30%

The table shows that 80% of the teachers responded that small scale collaborative learning is helpful for the development of vocabulary. Similarly, 50% of them are in the favor of community learning, 70% of them reasoned online collaboration is

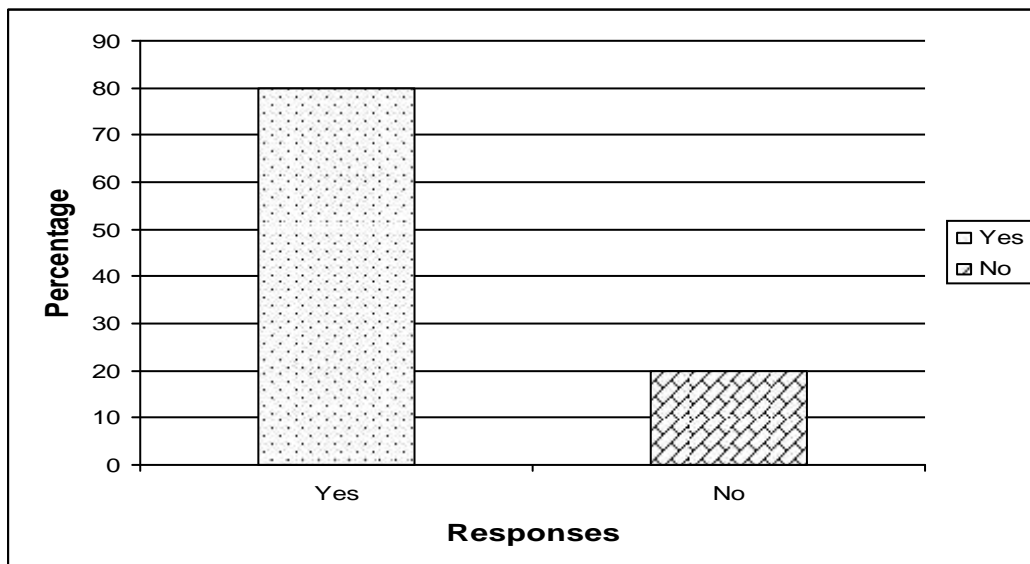
essential for better improvement of vocabulary and only 30% of respondents reasoned dyadic essay is an effective tool.

In conclusion, it is clear that various types of collaborative learning is essential for the development of vocabulary in secondary level and 80% of them are also in the favor applying various types of collaborative learning.

3.4 Encouragement from the Institution for collaborative Learning

Students require constant encouragement from the institution to get involved in different collaborative learning activities regularly. To find out whether the students are encouraged by the institution for collaborative learning, the question, "Does your institution encourage the students in sharing ideas and learning from each other? If yes, in what ways?" was asked to them. The information obtained on student's response to whether they receive such encouragement is presented in following figure:

Figure 5 Availability of Feedback from the Institution for Collaborative Learning.



The majority of the students (80%) responded that their institution encourage them for collaborative learning where as 20% of them responded that such encouragement in

not provided to them. The students mentioned that they are encourages for the collaboration with their colleagues by their institutions in different ways. The responses provided by the students are summarized and presented in table- 7

Table-7
Feedback from the Institution for Collaborative Learning

S.N.	Responses	No. of students	Percentage (%)
1	Encouragement form the senior to help the juniors and stimulation for the juniors to consult seniors.	11	27.5
2	Opportunity to observe each other in their regular group activities.	10	25
3	Organization of frequent group learning and encouragement to all the students for equal participation.	10	25
4	Support and assistance to the students in dissemination new ideas and information regarding their learning.	2	5
5	Appreciation of students' gathering and exchanging of ideas on current issues.	4	10
6	Management of time and organization of different workshops related to CL.	15	37.5
7	Opportunity to visit the renowned schools in the valley and learn from them.	10	25
8	Attendance of the school authority in the classroom and participation in discussion and sharing of ideas.	1	2.5
9	Guidance by the HOD to the concerned subject matter which are related to CL.	3	7.5

As shown in table 7, 27.5% students mentioned that there is the encouragement form the seniors to help the juniors and stimulation for the juniors to consult seniors by the institution. According to 10% of them, they are appreciated when found gathering and

discussion on current issues by the school authority. One of the teachers said that there is the tradition of attendance of the school authority in the classroom and participation in discussion and sharing ideas. The other teachers said that the support and assistance to the students in dissemination new ideas and information regarding their learning is regularly provided by school.

Similarly, 20% students mentioned that they have opportunity to observe each other in their regular group activities, and other 25% of them said that they have a opportunity visit the renowned school in the valley and have a chance to learn form them. According to 7.5% students, there is frequent guidance by the HOD to the concerned subject mater which is related to collaborative learning. As mentioned by majority of students (37.5%) responded management of time and organization of different workshops which are related to group learning activities. Form the responses provided by the students, it is clear that the institution encourage and stimulate the teachers for sharing and learning from each other directly and indirectly.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the study. It also deals with some recommendations made on the basis of the major findings of the study. Having analyzed and interpreted the data collected with the help of questionnaire taken from the respondents, following findings have been established.

4.1 Findings

On the basis of presentations, analysis and interpretation of data, the major findings of the study are summarized and presented as follows:

- 1 Majority (95%) of secondary level students have positive attitude towards collaborative learning for the development of vocabulary.
- 2 Almost all the students are aware of the effectiveness of collaborative learning activities for the development of vocabulary. Only a few students are found unsure of it.
- 3 Though almost all the students have positive attitude towards the practice of collaborative learning activities, all of them do not take part in those activities regularly.
- 4 Students provided various reasons and opinions on how collaborative learning help to develop vocabulary. Their opinions include: opportunities to share their feelings and ideas, opportunities to familiar each other in their problems weaknesses and strengths, development of self- confidences by the help of discussion, debate and interaction, feeling of unity and strength, development of intimacy, mutual understanding and cooperation, chance to correct their mistake, exchange of problems to reach the solution through joint effort.

- 5 Most of the students are interested to share their problems with their colleagues. They mostly like to share the problems encountered inside the classroom.
- 6 58% students have a favorable environment for collaborative learning with in their institution. There exists a favorable environment with in their institution due to the presence of various factors: frequently reinforce by the teachers to learn in as group, students are appreciated by their HOD to do the word in a team, guidance by the seniors to the juniors, availability of enough time required for collaborative learning.
- 7 42% students lack favorable environment for collaborative learning with in their institution. Teacher's carelessness and untrained teachers, not proper encouragement by the head of institution, unawareness of students to learn collaboratively are responsible for non-existence for the favorable environment with in their institution.
- 8 80% of the teachers are in the favor of collaborative learning, where as 20% are disfavor in it. Most of them enthusiastic to teach their students by applying various types of collaborative techniques.
- 9 Some students are hesitated to share their problems due to the fear that their weaknesses may get revealed and they may teased by their friends, and they also hesitate because there is lack of culture of sharing and learning each whether with in their institution.
- 10 Teachers hesitate to share their problems among their colleagues other colleagues considered them as a disqualified teacher.

4.2 Recommendations

The following recommendations have been made on the basis of the above mentioned findings of the study:

- 1 Students should be made aware of the importance of collaborative learning in course of their formal education especially for the development of vocabulary.
- 2 Only having the positive attitude towards collaborative leaning activities is not enough for the development of vocabulary; instead students should actively and enthusiastically get evolved in those sort of collaborative learning activities.
- 3 As group learning is better then individual learning, every school should be discouraged individual learning environment and the culture of sharing among the students should be developed.
- 4 The head of institution should be interested towards collaborative learning and both teachers and students are mobilized in those activities.
- 5 Teachers should not be involved in traditional methods of teaching and learning like- lecture, explanation etc. instead they should be equipped with enough time and tools to plan land teach in deferent collaborative learning activities.
- 6 Essential qualities like positive attitude towards each other, intimacy, trust upon each other, respect to each other, mutual understanding, frankness, curiosity to learn and cooperativeness should be possessed by the member of collaborative learning circle, as these are the essence to collaborative learning among the students.

- 7 Students should be provided with the supportive and favorable environment required for learning and practicing collaboratively. It includes enough encouragement, constant supervision and appropriate appreciation from the school authority.
- 8 Since very few researches have been carried out on the collaborative learning for the development of various aspect of language, students and teachers should be encouraged to carry out the further researches in this field.
- 9 Those teachers who are involved in the some institution should not get divided in to the difference in their capability; instead they should take all the teachers as members of the same learning community and get united for their development.
- 10 Teacher training programme organizers and teacher educators like: NELTA, BE, NCEO etc. should include and focus on collaborative learning as one of the most effective means for the development of teachers and teacher should apply their learned knowledge in their related field for better upliftment of students status.
- 11 CDC should design the course on collaborative learning for the development of various aspects of language and should implement in school and college level for the development of students and teachers self confidence.

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