

Collaborative Learning Increases Classroom Interaction And Integrating Skills

Rukhiya Begum¹ & Dr R. Naga Dhana Lakshmi²

1. *Research Scholar in ELT, Dept of English, Koneru Lakshmaiah Education Foundation, Vaddeswaram, Guntur, Andhra Pradesh, India.
786rukhiya.begum@gmail.com*

2. *Assoc. Professor, Dept Of English, St. Ann's College Of Engineering & Technology, Chirala, Andhra Pradesh, India.laxmi.ravi21@gmail.com*

ABSTRACT

Teaching English as foreign language in India has its unique challenges owing to the linguistic, regional and cultural diversity. It is even more challenging in case of adults as they already have ego, shy are fluent in often more than one language. So they don't realize the need of learning English. This paper deals with how ESL teachers improve student's ability to use English Language skills, to increase classroom interaction among students and provide opportunities for them and it gives scope for practice to learn English language in authentic way due to collaborative learning. This article discuss about what does collaboration mean, how important collaborative activities for students like types of collaborative activities, issues related to setup, grouping, modeling and closure. It also talks about identifying an online source for Collaborative activities, mentoring, planning, challenges faced by teachers and students. The main objective of the research is to improve these learners' willingness to communicate in English. This paper talks about various activities using Collaborative Learning Approach. By implementing Collaborative learning, students feel motivated, comforted and supported by the peers, which removes the speakers' hesitation and fear of being mocked at by their classmates. This peer learning builds confidence and gives multiple opportunities to students to practice and to learn English language and thereafter enhance student fluency in English.

Keywords: *Collaborative Learning Approach, grouping, challenges, classroom activities, teachers, students.*

1. INTRODUCTION

Since, we talk about collaborative activities today we need to be clear and what, we mean by collaboration. It means "The students work together in pairs, small groups or as a whole class "Students need to interact to accomplish a task. 'Spencer Kagon' made a statement: "Cooperative learning has a dramatic positive impact on almost the entire variable critical to language acquisition." He doesn't say that he is not talking about only lower level learners. Teachers help students to become fluent in English and 'Paul Nation' says sometimes amazing about fluency like "Before we own a word, we need multiple exposures for recognition around twenty times, for production nearly sixty times. To provide that exposure to their students, teachers need a variety of activities." The points seem to be the student's need lots of time to practice their language and collaborative activities can be a big help. Today, there is a lot of talk about 'career readiness. 'A big part of career awareness is a development of soft skills. Most of the things on these lists are soft skills. These 7cs come from the 21st century learning framework where employers and development and educational intuitions help learners to prepare for work and

become successful in the 21st century work place. Now, out of seven skills below, four are important and used for student skills.

1. Critical thinking \problem solving
2. Communication
3. Collaboration
4. Creativity
5. Cross-cultural understanding
6. Computing

Career self-reliance (lifelong learning)

No 2 & No 3 are obvious but No 5 cross-cultural understanding can be the end result when the student from different cultures work side by side and no.1 is critical collaboration we see today. Collage and career readiness standards are increasingly important to many parts of United States. The emphasis here is to make ensure the opportunities for higher education and works. The college and career readiness are broken down into different areas such as reading, writing, speaking, listening and grammar

Here are examples of CCR standards that apply to collaborative activities:

1. Participating in a range of conversations and collaborations
2. Ask questions to check understanding and clear up confusion (clarify meaning)
3. Present information so that listener can follow the line of reasoning (evidence)
4. Demonstrate command of the conversations (conventions) of Standard English (use correct grammar).

1.1 Research Question

Why collaborative activities are important in every level of teaching?

Collaborative activities are very important. Students come awake when they get an opportunity to work together and practice new language.

1. Proficiency requires ability to use all four modalities such as listening, speaking, reading and writing.
2. Collaborative activities appeal to three different types of learning styles: interpersonal, verbal, and kinesthetic.
3. Collaboration involves negotiating.
4. It helps more students to fluency.

Here are seven different activities to explain the importance and benefits of this collaborative approach.

Activity 1: Student Interview

Here is an activity where two different kinds of interviews. The first one is based on responses to a listening to passage.

Student Interview

**A. Work with a partner. Ask and answer the questions about the lecture from lesson A
 Take notes.**

Questions	Notes on classmate's answer
How does the speaker define small talk?	
According to the speaker, what are some occasions when small talk might take place	
What are the two purposes of small talk that the speaker given?	
According to the speaker, what do the inappropriate topics for small talk have in common?	
What advice does the speaker offer to help other people feel comfortable when you make small talk?	
Based on your experience with making small talk in English, what is the easiest to talk about? Explain.	
Do you agree that people should not start conversation about things that are too personal? Give reasons for your opinion.	

Students work in pairs to ask and answer seven questions about an oral lecture part of the lesson in each unit in transitions. Now there are two columns on work sheet one with a question and one with a space .The first five questions are deciding evidence from lecture and the last two are questions that require supporting and opinion.

Here is the summary of key elements of the activity

- Worksheet with questions
- Based on listening passage in student books
- Partners work together to ask and answer question
- Students take notes on their partner's answers
- Students write sentences using academic language phrases for citing evidence and supporting opinion

The listening passage that precedes the student interview, it's a kind of conversation and I would like to talk about 'small talk' so what is small talk? It is a casual or light conversation about neutral or non-controversial subjects like weather or sports it's a kind of conversation we have with people and places like when we waiting for business to start.

Questions that are required citing evidences

Questions

- How was the speaker defining small talk?
- According to the speaker, what are some occasions when small talk might take place?
- What are the two purposes of small talk that the speaker gives?
- Here is a questions that requires supporting opinion

- Based on our experience with making small talk in English, what is the easiest topic to talk about? Explain why?
- Do you agree that people should not start conversations about the things that are too personal? Give a reason for your opinion?

As we propose students to succeed in an academic, we give them opportunities and to use academic language. Here is a picture of discussing evidence. We can give the posture on the screen phrases to cite evidence. Students can use these expressions while collaborating.

Here is an activity for larger group:

Different kind of interview – a group interview			
Student Interview			
A. Work in a group Ask questions. Write the number of students on the chart.			
Can you tell me if you...	Number of students	YES	NO
		Think that grounding a child is good idea?	
Sometimes break school rules?		4	1
Were required to work when you were young?			
Think that parents should be strict?			
Would you permit your child to stay out late?			
Always told your parent the truth?			
Would you permit your teenager to date?			
Think that school grades are important?			

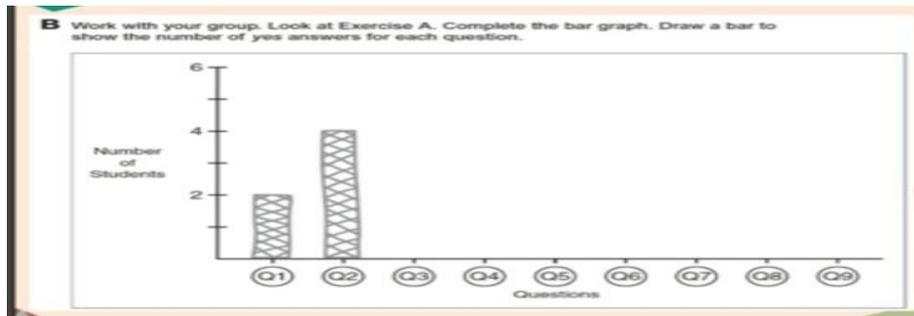
Student sit together and go through the interview item by item, asking and telling how many in the group saying 'yes' and how many 'No'

Respond to non-text dependent questions

To express an opinion by saying in 'my opinion' based on my experience, from my perspective and so on. We give an opportunity to the students to use the academic language in their writing the interview, which looked at their was an interview with a partner here that involves group of students that talks about the generation and talks about the child readings of course there is a fun thing about interview is the types of questions let themselves to fill the conversations.

For example look at question no.5 can we tell a few words to permit your child to stay out late? If a student answer is yes it would be natural to follow that question really, alright will be ok. If the answer is no it would be natural as why not? An interesting feature is that particular interview is an students work together to create a bar graph, the bar graph shows clearly how many yes answers they put to each question in the interview.

It also provides very clear information and areas within the group. The bar graph image is below.



ACTIVITY 2 :Conversation Cards

Student came to class with a big smile and cookies for everyone what do you think had happened that made the student want to celebrate?	I saw a police officer with a man in handcuffs what do you think the man had done?	A woman walking on a road suddenly stop and started screaming what do you think she would <u>seen</u> that made her scream?
And had a great job interview for a position at a computer company. What do you think she would do before she went for the interview?	Olga got a call from her Bank saying that someone had used the internet to withdraw money from her account. What had Olga done that caused this to happen?	Tom came home to find his house had been broken into even though all the doors were locked how do you think the burglar had gotten in earlier that day?
When John came home from work he found an inch of water covering the kitchen floor what do you think had happened before he got home?	Leela discovered crumbs on her garage floor next to a bag of crackers that was stone open what do you think it would be in turn open?	Reza passed his driving test the first time. What do you think he would done before taking the test?

This is an activity with twelve cards separated by dotted lines. The conversations cards can be used in different ways. The teacher hands a one card to each student in the class and this means if you have more than five students in a class, you need to duplicate these page rough times to ensure that each student will have a card. This activity is a mingle activity for students talking towards many different people. Next, find a classmate ask your question. Your classmates answers using past perfect. Next listen to and answer your classmate's questions then exchange cards. This is very important. Let us find other classmate and repeat. Here is the cause of some another questions. First look at the first one and had a great job interview for a position at a computer company. What do you think she had done before she went for the interview? Students say answers like I think she had prepared really well or I think she had got good night sleep so these questions contains the narrative grammar point

Conversation Cards (Past Perfect)

A. Everyone takes a card

B. Find a classmate. Ask your question. Your classmate answers using the past perfect

Next, listen to and answer your classmate's question. Then exchange cards. Find another classmate and report. Here is a slightly different activity using conversation cards. You see that the instructions are different. Here instead of question the card gives a situation and students must respond to the situation by using particular grammar point. In these cases the first card reads I forgot to set my alarm clock so I was late for a morning meeting. A student might respond if you had set an alarm clock you would have been late or if you hadn't been late for a meeting you would have made a better impression like that, again after both partners have a chance to read their cards and respond and exchange their cards or moving on to different partners

Summary Of Activity-2

- 12 conversation cards
- Based on grammar presented in students book
- Students mingle to ask & answer questions
- After asking & answering. Students exchange cards and move on
- Some questions about unit topic, some more general

Activity-3 Jigsaw Reading



Jigsaw reading is a collaborative reading activity where students help each other to build comprehension of a reading passage. You saw the jigsaw puzzles well a jigsaw reading is an activity for different students have different pieces of the reading & they work together to put the whole thing together. Here is for the activity looks like transitions. These jigsaw have 3 pieces for the puzzle that is 3 different paragraphs here & the paragraphs are curved up of on the dotted lines This means the 3 students will be working together each person in the group is responsible for the content of one of the three paragraphs. This means that I can read what's on my portion of the jigsaw but I don't see what my classmates are reading. They have to explain to the rest of the group members later.

Jigsaw Reading

A. Form a group of three. Each will read a paragraph about a different way to find hidden jobs.

B. Read your paragraph yourself. Then on page two, under your paragraph title, answer the questions about your paragraph.

The 20/20/60 Rule

Most job seekers spend the majority of the search time reviewing job postings and preparing for the job interview. The problem with their approach is that job seekers who rely on job postings miss out on applying for the "hidden jobs"- jobs that never get advertised some estimate that much as 80% off job vacancies fall into the hidden job category the message for job seekers is to reapportion the time they spend searching. Lou Alder, in his book 'The Essential Guide for Hiring and Getting Hired, advocates a 20/ 20 /60 rule: 20 percent to review and respond to job postings 20 percent to build a web presence, and 60 percent to networking. Job seekers currently devote the majority of their time to the initial 20 percent.

A web presence

Lou Alder, author of the book 'The Essential Guide for Hiring and Getting Hired' advocates that job seekers spend 20 percent of the time building a web presence - anything online and discuss or represents an individual. It is important for two reasons: it is a way that an employer can find potential applicant and it provides the employer with information about the potential applicant. According to one survey 92 percent of employers the use or plan to use social networks for recruiting This man employee finds the applicant rather than the applicant rather than application finding the employer. According to another study more than one third of companies feel that online profiles replace traditional resumes. One way to develop a web presence is to create your own website. Another way is to use existing website, such as linkedin, Facebook or Twitter.

Networking

Lou Alder, author of the book 'The Essential Guide for Hiring and Getting Hired' argues that 60 percent of a jobseeker's time should be spent networking. The informal sharing of information among individuals are groups usually for a common purpose. Individuals seeking a job can use networks to make connections with people working for the company where they are seeking employment. Networking can also help the job seekers develop relationship with people who can recommend them to employees.

READING TASK

JIGSAW READING

C. Tell the group what you learned about accessing? "hidden" jobs. Listen and take notes on what the other learn about accessing hidden jobs.

The 20 /20 /60 Rule: What is the 20/20/60 rule that Alder advocates?

A web presence: How does the author define "a web presence"? How does research support Alder's position that job seekers need to develop a web presence?

Networking: According to the article, what is networking? What are the benefits of networking? for those seeking employment? For employees?

D. Discuss with your group: In what other situations besides job searchers might networking be useful and effective?

Jigsaw has four steps. First the students sit silently & read their respective paragraphs after reading the each answer direct questions like you see on the second page and they make notes on key information in their particular paragraphs so after now the students about working independently. Next one another time the students show with each other and take notes on their classmates telling them. The point is that the students must be a really clear on information written in their own paragraph before attempting to show their information to their classmates. Now the jigsaw reading is not a dictation the skill here is reading for meaning and comprehension and being able to get the main points and summarize

The Final Part Of The Jigsaw Reading

The final part of the jigsaw activity involves discussion related to the topic of three students discussed together.

Summary Of The Activity 3: Jigsaw Reading

Based on "extended reading" that goes with the unit and which is already on online Teacher's Resource room.

- Three one-paragraph readings.
- Students work in groups of three, each becoming the "expert" on one of the three readings.
- Students share information from their paragraphs with others in their group.
- Student discuss question related to the topic by sharing and supporting their opinions or applying to new situations.

Activity-4 Unscramble



The next activity is called unscramble.

Here is the worksheet:

Ping saved money for 10 years to bring his family to the United States from China.

Last year, he immigrated with his wife, Lin, and their teenage daughter Hana.

Ping and Lin quickly saw that immigrating created new barriers between them and Hana. First Hana spends hours in her room talking on the phone to her friends.

One day, Lin said to Hana, I would like to know why are you always talking on the phone.

She did not understand why Hana always talked to her friends instead of her parents.

Second Ping is worried because Hana does not always do her homework.

They have arguments about Hana's homework, and Hana gets angry at her parents. She thinks that they are always telling her what to do and that they are too strict.

Ping and Lin also get angry because they don't know how to communicate with Hana.

In the above worksheet, those dotted lines which means these certain strips are to be cut apart. This is the scramble reading and I do this activity. I cut up the strips and place them in an envelope with complete certain strips for each group of two or three students. But that is very important that the students mix up their strip and they work in groups of two or three as said. They work to arrange all the strips in a large order. There are at least two ways to do this with audio or without audio. Without audio the exercise is quite challenging. Student have to pay special attention to use which of them put their sentences in order I have circles some of these clues you can see on the slides for examples a sentence might the pronoun he or she or they all these pronoun's should have to following the pronoun. The other way to do this is a scramble activity is for students for listen to audio recording in a range the sentence strips in an order as they listen.

Here are the key elements for unscramble.

Activity 4: Unscramble

The activity is based on reading passage in student book. Student work in pairs or small groups putting scramble sentence strips in the correct order may make use of the audio during the activity or as a final check. Student must be aware of word cues to be successful. We often think if dictation is has been appropriate for lowerlearners but I found that the valuable in every learners. Dictation has to have to practice several skills at the same time. Listening, speaking, reading, and writing they also help to reinforce the language and grammar points you need vocabulary, spellings and punctuation rules.



The partner dictation involves two students with different work sheets. here is a work sheet for student A you can see the student A has a paragraphs for part A dog walking at the human society but only blink lines for part B which is about volunteering at the library.

WRITING TASK

Partner Dictation

A Read the paragraph to student B. Student B will write the paragraph.

Dog walking at the Humane Society

Isabella enjoys volunteering. She loves animals, so she decided to volunteer at a local humane society. First, she had to take general classes to learn about becoming a volunteer. Then, she took a dog handling class. In this class, Isabella learned how to tell which dogs had been walked, and which needed to be walked. She learned how to approach the dogs so that they could trust her. As soon as the class was over, Isabella could walk dogs safely. She goes to human society on Saturday mornings. She walks for four dogs each time for 30 minutes each. Isabella loves her time volunteering at the Human Society, and the dogs love her!

Here is a worksheet for the student-B you can see that these work sheet is different because these student has blink lines for part-A, and complete paragraph for part-B. Look at the directions for the first paragraphs is A. Listen to student-A. Write the paragraph for the second part read the paragraph to student-A. Student-A, or write the paragraph.

B. Listen To Student B. Write The Paragraph

Volunteering at the Library

Now past-c student check their work together and the final activity is part-D student discuss the questions directly related to the paragraphs. Which volunteering job is more interesting for you working at the human society or the library? Why and what is another volunteer job that you would like to do? Here is the summary of key elements for the partner dictation.

Activity 5: Partner Dictation

- Topic relates to the unit being studied. Reinforces unit vocabulary.
- Student work with a partner, each dictating a paragraph.
- Students check their work by looking at each other's papers.
- Culminating activity is a series of questions that student discuss orally.

There are two more collaborative activities that is, Role Play

Activity 6: Role Play



Lesson A

Listening Role play

Student A

A. Look at the picture of Kwan. Answer the questions.

1. What is Kwan doing?
2. What does he want?

B. Read the situation

You are Kwan. You saw an ad in the newspaper for certificate programs at River Community College. You think you are interested in the Medical Office Assistant Certificate. The ad says to call Sandra Tyler for information about the program. You call her to find out more.

C. Write four questions to ask Sandra. Use the words to help you.

1. deadline for registration _____

2.financial aid_____
3.internship_____
4.requirements_____

This activity gives student guidance as they think about their role to play. They have a chance to formulate question or answers. Here is student-A paper you see in part-A that there are some question about that has some information in it. In part-B we read that you are Kwan. And you are going to ask question of Sandral tailor and in part-C there are some guided questions to that you write for speak to Sandraltailor.Here is student B is paper and now it is different from student A`s paper even though the format is same the information here is all different remember the student A was Kwan now students B is Sandral and she finds out the remaining ‘Kwan’ is going to call her learn about programs at the school. Here is the key element for the role play.

Activity 6: Role Play

- Topic and vocabulary related to the unit.
- Student work with a partner
- Each student has a different role in a situation that includes a visual cue.
- Students have time to think about and write down some things that they will say to the partner.
- Students have a conversation according to the roles they are assigned.

Activity 7: Share Information



Again student work with partner information gap means, that each student has some information and some student does not have. Students have to communicate to obtain information that they are waiting. All these particular activity that deals with unit 2 is all about programs. Let’s focus on the first class if you can see at the student-A has some other information blanks such as the requirements and the location. Now let’s look at the information on student-B’s paper. You see the student-B has different information and different information that’s blank. Student-B can speak about the requirements and the location of the class but needs information about today’s that the class is often

<p><u>Share information</u></p> <p>A Look at the class schedules. Answer Student A's questions.</p> <p>a. Whatin DACoffered?</p> <p>b. It's offered in full.</p> <p>c. Are internships arranged for students in this program?</p> <p>d. Yes, they are.</p> <p>Green Hills Community College Certificate Programs and Class Schedules</p>	<p style="text-align: center;">Student B</p>

Let's look at the opening dialogue in section-A. this happen to be a unit related to school and different programs offer at community colleges the grammar in this unit include the passive voice is the present tense. Here is the summary of the key elements for share information or information gap.

Activity 7: Share Information

- Student work with partner.
- Each person has some information that the other lacks.
- Student must ask each other about the missing information.
- Student writes in the missing information on their paper.
- Student checks their paper together to see if the information they have filled in is accurate.

Well we have filled at seven different collaborative activates and now is time to talk about some general issue that to talk must deal with when asking students to work collaboratively. Firstly we have a word about grouping strategies. There are different ways to do this one way is the teacher assigns student to groups and other ways asks student group according to numbers, colors or cut up pictures. Let's say something about setting up your room. First two students have different paper something it's important that student not see their classmates papers. If possible student can sit face to face and place a folder between them and always model what you expect student to do. I have learned and again and I can stress the hard way that there is an a collaborative activity to close let's talk for a minute about the question about networking at the bottom of the jigsaw over some of the answers you got to that interesting question this may seem like a small thing but it help with team building when everyone is focused on the same question and also next students feel that they have practiced.

CONCLUSION

Collaborative activities are important at every level of teaching and learning process. The value of collaborative activities can be seen in the classroom. Students come awake when they get opportunity to work together. When they practice the language over and over in class, they get confidence to speak in English. I suggest implementing this collaborative approach in the classroom to get good result. Overtime I realize and I wanted every lesson to move to a practice

stage that included pair work, small group work or whole class collaboration. Before we do the activities, setup the classroom chairs or benches face to face and if possible arrange your room so that the teacher can monitor walking around. I would suggest collaborative activities text book for every level Transitions”. There are thirty to forty new activities including thirty collaborative activities and ten projects. All these materials are online and free to download.

REFERENCES

- [1] Bruffee, K. A. (1999). Collaborative learning: Higher education, interdependence, and the authority of knowledge. Johns Hopkins University Press, 2715 North Charles Street, Baltimore, MD 21218-4363.
- [2] Goodsell, A. S. (1992). Collaborative learning: A sourcebook for higher education.
- [3] Kim, Y., & McDonough, K. (2011). Using pretaskmodelling to encourage collaborative learning opportunities. *Language Teaching Research*, 15(2), 183-199.
- [4] Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia-social and behavioral sciences*, 31, 486-490.
- [5] Oxford, R. L. (1997). Cooperative learning, collaborative learning, and interaction: Three communicative strands in the language classroom. *The modern language journal*, 81(4), 443-456.
- [6] Palincsar, A. S., & Herrenkohl, L. R. (2002). Designing collaborative learning contexts. *Theory into practice*, 41(1), 26-32.
- [7] Park, M., & So, K. (2014). Opportunities and challenges for teacher professional development: a case of collaborative learning community in South Korea. *International education studies*, 7(7), 96-108.
- [8] Ralston, P. S., Tretter, T. R., & Brown, M. K. (2017). Implementing collaborative learning across the engineering curriculum. *Journal of the Scholarship of Teaching and Learning*, 17(3), 89-108.
- [9] Robinson, B., & Schaible, R. M. (1995). Collaborative teaching: Reaping the benefits. *College Teaching*, 43(2), 57-59.
- [10] Summers, J. J., Gorin, J. S., Beretvas, S. N., & Svinicki, M. D. (2005). Evaluating collaborative learning and community. *The Journal of Experimental Education*, 73(3), 165-188.
- [11] Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty does matter: The role of college faculty in student learning and engagement. *Research in Higher education*, 46(2), 153-184.
- [12] Wiener, H. S. (1986). Collaborative learning in the classroom: A guide to evaluation. *College English*, 48(1), 52-61.