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WESTERN MULTIDISCIPLINARY CAMPUS  
FOREIGN LANGUAGE DEPARTMENT**

**“THE INCORPORATION OF COLLABORATIVE LEARNING STRATEGIES TO  
ENHANCE NINTH GRADE STUDENTS’ VOCABULARY AT C.E. INSA, SANTA  
ANA DURING YEAR 2017”**

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LICENCIADO EN IDIOMA INGLÉS, OPCIÓN ENSEÑANZA**

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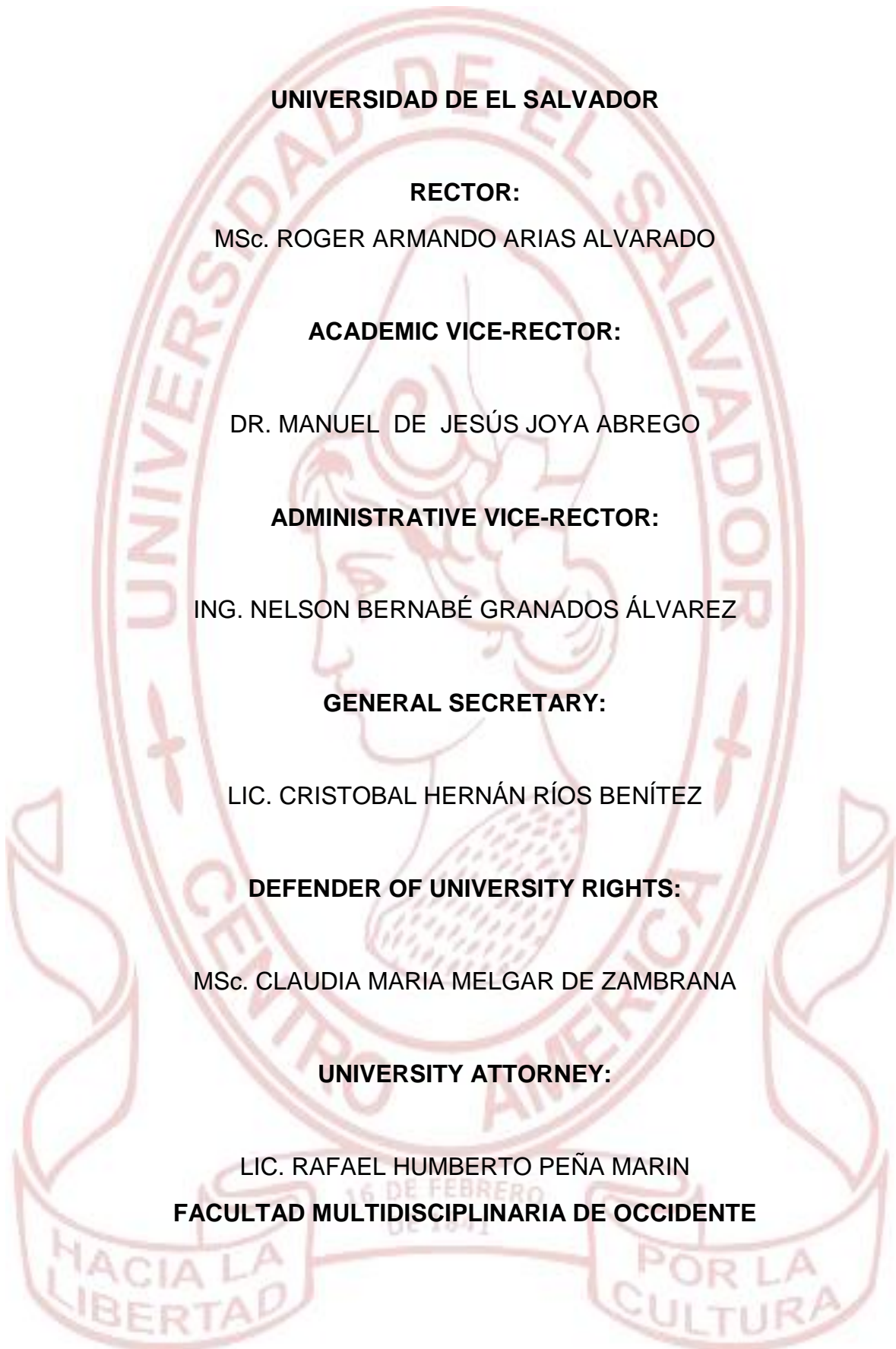
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## DEDICATION

*To my family, for teaching me the best of the lessons, and pushing me to do all things  
I have done and making me the person who I now am.*

*To my mom Ana Elizabeth Durán de Nunfio, for being of great support when difficult  
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*For all the sacrifices you have done to help me and the rest of my family.*

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*To my best friend Patricia Varela, for being an excellent friend and always being with  
me in the worst of times I have gone through.*

*To my former teachers, for teaching all I know up to now and motivating me to  
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## **ABSTRACT**

The following study details the effectiveness of collaborative learning strategies to enhance ninth grade section “E” students’ vocabulary at C.E. INSA during year 2017. Researchers intended to foster student’s vocabulary retrieval through the incorporation of collaborative learning strategies to their regular English classes to answer the following question: How can the incorporation of collaborative learning strategies enhance ninth grade students’ vocabulary at C. E. INSA during year 2017?

To collect the necessary data and achieve the objectives of the study, researchers created lesson plans based on collaborative learning strategies and applied them in regular English classes at C.E. INSA to enhance vocabulary. They also used a written and oral questionnaire to know students’ insights of their own learning. Finally, the researchers administered two written exams as well as an oral examination.

After collecting the sufficient data, the researchers made the analysis with all the information they gathered. This study was developed under the mixed methods paradigm. The qualitative method was used to include a frame of reference about the incorporation of CL strategies to English classes during eight weeks and the quantitative method with the purpose of including numerical results that are presented in graphs with their corresponding analysis and interpretation. This analysis helped to build the corresponding conclusions and recommendations and also helped to have a better understanding of the research project.

## INTRODUCTION

The study “The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017” focused on describing how CL activities enhanced ninth grades students’ vocabulary. Thus, this research study is made out six chapters:

Chapter I “Statement of the Problem” presents a detailed description of the phenomenon and the important reasons to conduct this research study. It also includes the scope of the study and the research objectives including one general and three specific ones, which guided the researchers in the implementation of CL activities that enhanced students’ vocabulary.

Chapter II “State of Art” presents a concept of vocabulary defined for the purposes of this study. Besides, the researchers included information about the importance of vocabulary learning in the English language learning. This chapter defines what collaborative learning is and how it can be used to enhance vocabulary learning. Furthermore, chapter III “Methodology” describes the different phases through which the research study was carried out.

Chapter IV “Data Analysis and Interpretation” presents the analysis and interpretation of the data instruments. Additionally, chapter V “Discussion of Results” reflects upon the quantitative and qualitative results obtained at the end of this study. Finally, in chapter VI “Conclusions and Recommendations” contains the conclusions that the researchers came out with during this study and some recommendations for teachers, students and future researchers.

## CHAPTER I

### STATEMENT OF THE PROBLEM

#### 1.1. Description of the Problem

For a large majority of learners, the ultimate goal of studying is to be able to communicate in a new language. If a student does not wish to lean completely on non-verbal skills, mastering vocabulary is not just important, but crucial in a foreign language environment. (Pekka, 2013) Research emphasizes that vocabulary development is a vital part of all content learning, but it is often ignored. According to Campbell (n.d.) “The link between vocabulary knowledge and comprehension is undeniable.” In this context, English language learners should start learning as much vocabulary as they can since the very beginning of their learning process.

Based on MINED’s curriculum, ninth grade students of C.E. INSA are required to have a set of basic vocabulary that allows them to comprehend the contents they are studying; however, in the process of vocabulary learning they have difficulties to retrieve and apply it in specific contents. Even though vocabulary is essential for students to understand others, it also helps to communicate effectively. Unfortunately, ninth grade section “E” classes at C.E. INSA are not stimulating students’ vocabulary enhancement. In this context, for students to achieve the desired level of vocabulary, teachers should use methodologies to promote students’ vocabulary enhancement.

Practice through contextualization should be promoted inside the classroom since vocabulary is best acquired through contextualization due to the boosting of

students' long term memory. In this manner, teachers can use contextualized vocabulary so that students learn vocabulary meaningfully. Moreover, ninth grade lesson plans must include a section in which vocabulary enhancement is promoted by interacting and conveying meaning; such enhancement is encouraged by MINED's curriculum which emphasizes the use of the Communicative Approach in its methodological guidelines. Nevertheless, lesson plans are not communication based. In this regard, the use of collaborative learning strategies can enhance ninth grade section "E" students' vocabulary since these strategies enhance communication among participants, and the more students are involved in CL activities, the more vocabulary they are likely to learn.

After observing ninth grade section "E" classes at C. E. INSA, the researchers found out that students could neither communicate their ideas in English nor understand what the teacher explained in English; this was due to their lack of vocabulary. According to Wilkins (1972) while without grammar, very little can be conveyed, without vocabulary nothing can be conveyed. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication (Mofareh Alqahtani, 2015). That is, the term vocabulary refers to lexical chunks or lexical units rather than just words (Thornbury, 2007a). In fact, students need to use all the different lexical units: words, phrases, idioms, phrasal verbs, etc., in order to truly understand and use L2 in classes. It was observed that conveying a meaningful message and understanding the teacher were major problems for students.

As students did not have sufficient vocabulary of the target language, most of them struggled to understand general directions, topic explanations, asking questions, or providing feedback. Most of the time, they did not even try to give an accurate response to the teacher and just resorted to “participate” regardless of whether the answers were correct or not. To avoid this problem, L1 was used when students did not understand what was being explained in classes and activities were left unfinished. The activities were stopped first because students did not clearly understand what they had to do, and second because of the lack of interest students showed. The researchers noticed that students’ lack of interest was due to their poor vocabulary. As much as they would like to be attentive to the class, they lost interest and did not pay attention. This is why, they got distracted very easily; they crosstalked and seemed impatient for the class to finish. Some of them looked for excuses to leave the classroom and take some “time off”.

Moreover, they were not able to answer the questions related to the topics they were studying at that time. When they were asked what their favorite sport was, they just replied “football;” and the appropriate answer should have been “My favorite sport is football”. As this answer was very popular among boys, the teacher asked if they preferred football rather than soccer. Some students did not say anything as they did not know the difference between these two words, but just a few of them became aware that they were referring to a different sport than the one they wanted to talk about. This example showed most students did not grasp enough vocabulary to communicate their ideas.

Knowing the meaning of a word is not just knowing its dictionary meaning or meanings. It also means knowing the words associated with it (collocations) as well as its connotations, including its register and some other aspects as semantics, syntax, phonology and orthography just to mention some (Thornbury, 2007b). However, the research team observed that students at C. E. INSA were not exposed to all these aspects, for they were only exposed to form and meaning because when a new word was introduced, it was just written on the board with its corresponding meaning and not shown through context whatsoever. This caused students to have a poor idea of the lexical units they were studying. To avoid this, it would be better if students went deeply in what it actually implies to know a word so that they would not only understand a word, but also use it in context properly.

In addition, for students to achieve the desired level of vocabulary, teachers should use methodologies that focus on students' vocabulary enhancement. The Audio-Lingual Method is an oral-based approach, and it does not emphasize vocabulary acquisition through exposure to its use in situations, but rather it drills students in the use of grammatical sentence patterns (Freeman, 2000, p. 35). The method used in ninth grade section "E" classes at C.E. INSA was the Audio-Lingual Method, since classes were usually based on learning grammar structures. Students were asked to recite grammar structures so that they learned and applied them in the future.

Repetition is one of the most effective techniques used in the Audio-Lingual Method (ALM), which was implemented in classes, but this method is not appropriate



for vocabulary learning. Students expressed that the best way they knew to learn a new word was through repetition as this was the only technique used in classes for them to practice. This method is not meaningful enough as it was very difficult for students to express any idea in L2. In the words of Thornbury (2007c), simply teaching learners a variety of structures, such as the present simple or the second conditional, is no guarantee that their communicative needs would be met. Besides, the Audio-Lingual method is not suitable to acquire vocabulary; and this is an issue because students need vocabulary to interact and convey meaning; once students have started to convey meaning, they can start learning grammar structures. As the researchers have stated at the beginning of this chapter, “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (Wilkins, 1972.), grammar structures are not the basis of communication but vocabulary.

Consequently, the situation grew worse when students struggled to understand what the teacher said or explained. Even though they repeated the same sentences that served as examples, most of the time they did not apply these examples to give an accurate response to the teacher. In other words, they did not know what they were repeating or why they were repeating such grammatical rules. Rivers and Nunan (1991) as cited in Mofareh Alqahtani, (2015) “The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.” With this in mind, students did not

apply the grammatical rules they were supposed to learn because they did not possess enough vocabulary to use the structures they studied.

The researchers also administered a questionnaire to ninth grade section “E” students. The questionnaire was aimed to have a clearer perception of students’ viewpoint about the vocabulary they managed at that time. Thus, students expressed that spelling and pronunciation were the most difficult parts about learning new words because such words are not pronounced the same way they are written. Also, when the teacher had them repeat a new word, it seemed they knew how to pronounce it. However, when they encountered the word again after some time, they had already forgotten its pronunciation. On top of this, students could not express their ideas because they did not have the sufficient vocabulary to do so. Additionally, students stated that another reason they did not retrieve vocabulary was that they did not have enough exposure to the language, neither in the oral nor in the written form. Therefore, it was essential that more practice be promoted inside the classroom.

The research team interviewed the ninth grade English teacher in charge of section “E” at C.E. INSA, whose point of view was that students did not retrieve words due to their lack of practice outside the classroom. Nevertheless, the researchers observed that in classes students were not offered the time for them to practice, and the fact that this was not promoted in classes became a burden since students were not motivated to do it outside the classroom. Also, most students did not hand in their homework assignments aimed to elicit student assimilation of the different contents. As a result, they got distracted in classes and thus interrupted their own learning

process. Also, she said that the time assigned for each class was not enough since they only had three classes of forty-five minutes during the week. Consequently, students did not have enough exposure to L2. Besides time, the teacher argued that students did not understand the meaning of a new word from the context being studied; for example, when they encountered a new word in a sentence, they were too focused on looking it up in a dictionary rather than understanding it from the context.

Additionally, students were never exposed to contextualized language since the English class was mostly focused on repetition which leads students to develop mechanical learning rather than a meaningful one. Meaningful learning involves understanding how all the pieces of an entire concept fit together. This type of learning stays with students for life. Rote learning, on the other hand, is the memorization of information based on repetition. Memorization is not the most effective way to learn, but it is a method many students and teachers still use. Now, to have a better understanding of contextualization, the researchers present its definition by The British Council:

Contextualisation is putting language items into a meaningful and real context rather than being treated as isolated items of language for language manipulation practice only. Contextualising language tries to give real communicative value to the language that learners meet. The context can help learners remember the language and recall it at a later date.

In this context, through contextualization the contents become more comprehensible due to the exposure that it generates between the real and academic environment. Contextualizing the target language helps students remember vocabulary at a later date which indicates that meaningful learning is taking place. When students store vocabulary in their long term memory, they can use it to communicate more effectively in real life. Despite its importance, the English class was not contextualized, and the teacher resorted to the use of workbooks. The core of this problem was that most of time students participated to reproduce sentences originally written in their books, but they were not asked to create their own sentences, which would be in the researchers' opinion, an excellent opportunity to contextualize the language.

As it was found in the Methodological Guidelines of MINED's curriculum, the Communicative Approach emphasizes comprehension and negotiation of meaning more than production of structures. Students can learn to communicate through interaction, and understand that the appropriate morpho-syntactical structures are developed once the interaction begins. In other words, MINED's curriculum intends that the Communicative Approach be the one used in classes since it promotes interaction for students to communicate meaningfully. However, as the researchers mentioned above, ninth grade section "E" classes were based on the Audio-lingual Method. Thus, a problem arose because classes did not center on communication but structure acquisition.

Since the aim of this research project was to enhance students' vocabulary, the use of collaborative learning strategies would be of great help to meet such goal. During the observation phase, the researchers noticed that collaborative learning strategies were not implemented in the methodologies in classes because students never worked in pairs or groups; they always worked individually. According to the Journal of Technology Education, (1995) collaborative learning is the grouping and pairing of students for the purpose of achieving an academic goal. So, as cited in Hoffman (2010) collaborative learning strategies collaboratively construct and produce knowledge through social interaction and communication (Fang & Warschauer, 2004, p. 308). Hence, the researchers aimed to enhance students' vocabulary through collaborative learning strategies at C.E. INSA.

In this regard, since the research team observed that collaborative learning strategies were not used in ninth grade, section E classes, they suggested the use of collaborative learning strategies to enhance students' vocabulary. So, the research question arose: How can the incorporation of collaborative learning strategies enhance ninth grade students' vocabulary at C. E. INSA during year 2017?

## **1.2. Research Question**

How can the incorporation of collaborative learning strategies enhance ninth grade students' vocabulary at C. E. INSA during year 2017?

### **1.3. Scope of the Work**

This research study was directed to ninth grade students section “E” of C. E. INSA. The researchers worked with a total of 37 students. Here, it is important to state that in C. E. INSA there are nine sections of ninth grade, but this research work focused just on one of them due to time constraints.

### **1.4. Justification of the Work**

The researchers decided to use collaborative learning strategies as they are student-centered, and the research team considered that student-centered activities would help increase students’ vocabulary throughout all the process of collaborative learning strategies incorporation, so the researchers hoped that this study affected the field of research positively. This research project benefited ninth grade section “E” since the use of collaborative learning strategies would enhance their vocabulary. Thereupon, this research work intended to demonstrate that the use of collaborative learning strategies is an effective option to enhance vocabulary learning and would help students be more active in classes. In this way, students would use words with more frequency allowing them recall words in a major quantity, increasing their vocabulary, and storing this vocabulary in the long term memory. In addition to this, this research study was worth being carried out because it provided important information on the application of collaborative learning strategies to vocabulary learning, so it will be important for future research projects.

## **1.5. Research Objectives**

### **1.5.1. General Objective**

To ascertain how the incorporation of collaborative learning strategies enhances ninth grade students, section “E” vocabulary at C.E. INSA during year 2017

### **1.5.2. Specific Objectives**

- To expose ninth grade section “E” students to collaborative learning activities to help them enhance their vocabulary at C.E. INSA during year 2017
- To obtain ninth grade students’ perspective of their own learning process when exposed to the incorporation of collaborative learning strategies to enhance their vocabulary at C.E. INSA during year 2017
- To construct meaningful vocabulary learning through the incorporation of collaborative learning strategies in ninth grade students section “E” at C. E. INSA during year 2017

**CHAPTER II**  
**STATE OF ART**

**2.1. Vocabulary**

Thornbury (2007) explains in his book *teaching vocabulary*, unlike what many people think, vocabulary does not only include words in its definition, but rather the term vocabulary encloses other lexical units, also called lexical chunks, as phrasal verbs, idioms, collocations etc. To handle the fact that there are multi-word items that behave like single words, the term lexeme was coined. A lexeme is a word or group of words that function as a single meaning unit. (Thornbury, 2007, pp 6). Likewise, there are in fact many different kinds of vocabulary items or “words.” One simple way to look at vocabulary for second language learners is **single words, set phrases, variable phrases, phrasal verbs, and idioms.**

**2.1.1. Single Words**

This group includes not only more items but also more frequently used items:

<b>ANIMALS</b>	<b>TIME PERIODS</b>	<b>COUNTRIES</b>	<b>ACTIONS</b>	<b>DESCRIPTIONS</b>	<b>COUNTERS</b>
Cat	Monday	Egypt	Flew	Happy	Dozen
Dog	January	Mexico	Stayed	Amazing	Plenty
Elephant	Today	Somalia	Went	destructive	Decade



This group also includes multiword vocabulary as the words *thunderstorm* and *ice storm*. Both are single “words” even though *ice storm* requires two words to express its concept while *thunderstorm* requires only one.

### 2.1.2. Set Phrases

These phrases consist of more than one word and do not usually change.

CORRECT	INCORRECT
In other words	In other terms  (though terms are words)
Raining cats and dogs	Raining kittens and puppies  (you can only have the adult animals)

Other set phrases must be worded in a certain order even though rearranging the ordering would not really affect the meaning. However, English conventions have locked these phrases into only one possible ordering:

CORRECT	INCORRECT
raining cats and dogs	raining dogs and cats
up and down	down and up

### **2.1.3. Variable Phrases**

While most of the components in variable phrases will stay the same, there is some variation. The variation often involves personal pronouns or some sort of possessive. For example, a usual form of the opening line of many business letters, especially from companies writing to inform you of a problem, is *It has come to our attention that...* This line could easily be *It has come to my attention that...* if it were coming from your boss or coworker.

### **2.1.4. Phrasal Verbs**

Phrasal verbs are verbs that consist of a verb and a particle (a preposition or adverb) or a verb and two particles (an adverb and a preposition, as in get on with or look forward to) it is probably best to think of them as individual vocabulary items, to be learnt in phrases or chunks. They often – but not always – have a one-word equivalent. For example, you can come across any phrasal verb or you can encounter it. You can pick up a language or you can acquire it. “Come across” and “pick up” sound less literary or formal than encounter or acquire. (McCarthy & O’Dell, n.d.)

### **2.1.5. Idioms**

What are idioms? Idioms are words, phrases, or expressions that are grammatically unusual, as in, “long time, no see!”, or their meaning cannot be taken literally, as in, “is raining cats and dogs,” this expression does not mean that cats and

dogs are falling from the sky, but there is a metaphorical expression that means that is raining very heavily. (Wulff, n.d.) Examples:

- After John had broken the window, he decided to face the music and tell his mother. Meaning; ‘to accept then unpleasant consequences of one’s actions’
- Mary had to learn a very long poem by heart. Meaning; ‘to rote-learn something’
- When John asked Mary out she showed him the cold shoulder. Meaning; ‘ to show deliberate coldness or disregard’

In short, the term vocabulary, as defined above, is not only limited to single words but rather lexemes. Nevertheless, to meet the purpose of this study, the researchers have defined vocabulary as all the words, set phrases (phrasal verbs & idioms), and collocations that convey meaning in a language. This concept, though short, is pragmatic so that the reader bears a practical concept in mind. For instance, when a student learns a new language, in this case English, he/ she has to be aware of the whole idea that learning vocabulary involves; that is, learning not only isolated words, but rather collocations, phrasal verbs, idioms, slang etc. Learning vocabulary in its complete sense will take students to a new level of understanding the language when it is spoken by native speakers. Thus, vocabulary plays a vital role in Language Learning.

## **2.2. The Importance of Vocabulary in Language Learning**

As cited in (Mofareh Alqahtani, 2015) Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. In other words, vocabulary is the core or the heart of a language. To learn a language means learning its vocabulary to communicate purposely, which at the end of the day, is the main goal for most learners. Vocabulary learning and language use are related, so the more words a learner knows, the better use of the language this person has and in return language use will also lead them to learn a greater variety of words. In addition to this, vocabulary learning is the basis not only to communicate but for other skills, as listening for example, because with a limited bank of vocabulary, learners will not understand the main ideas of what they listen to. Also, vocabulary is important for reading and writing since learners need to know the words they are looking at as well as to put the right words into written material.

Because there are no rules to learn new words, when students learn a language, one of the main obstacles they encounter is vocabulary. New language learners do not know where to start, what words they should learn since there is no guideline on the best words or expressions to be learned first. Instead, beginners find themselves learning grammatical structures without the words that should be included

in those structures for them to meet the message they want to convey. In this context, learners may have been taught structures, but if they do not have the words to use those structures, they cannot put the language into work.

### **2.3. The Importance of Vocabulary in Language Teaching**

Coady (1997, p. 287) states that: “words and phrases are essential to language learning. The only real issue is the best manner in which to acquire them.” In some cases students may have difficulties in understanding the pronunciation of other languages due to different accents. Learning of vocabulary may help to overcome these problems as the regular consulting of words helps to familiarize students with the structure of words which they will later be able to pronounce. For example, William Nagy (2005) emphasizes how the teaching of vocabulary must be sustained and holistic in order for the students to experience the full effects: ‘Effective instruction must also be multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge. For such reason, vocabulary teaching is extremely worthy in language learning.

(...) any single method of vocabulary learning will not address all of the word knowledge aspects that are required for full vocabulary use. We can explicitly address some aspects, like meaning and grammatical characteristics, but aspects like collocation, register, and intuitions of frequency are only ever likely to be mastered through extensive exposure to the target word in many different contexts. (Schmitt, 2000b, p.745)

In this regard, a successful method for language teaching is not enough for successful learning. Vocabulary teaching goes beyond being backed up by a solid approach or methodology.

Thus any vocabulary program needs two strands: an explicit strand to present the teachable word knowledge aspects of high value words and an incidental learning strand where (a) those words are consolidated and more is learned about them and (b) a multitude of other new words are met. (Schmitt, 2000c, p.751)

#### **2.4. The difference Between Passive and Active Vocabulary**

When you say you know a word or phrase, you could mean one of two things. First, you could mean that if someone says the word to you, you know what it means. This is passive knowledge. The second way of knowing a word is that you can recall and use that vocabulary appropriately, and this is active knowledge. Even when speakers do not get to use the words stored in their passive vocabulary, their passive vocabulary enables them understand the environment they are exposed to everyday life. Remarkably, learners' passive vocabulary is generally bigger than their active vocabulary; this is because changing passive vocabulary to active vocabulary takes a great effort from the learners, and it becomes difficult to happen.

A person's active vocabulary, on the other hand, is the one a speaker uses in order to communicate and it is made of all the words a speaker is confident using. The active vocabulary of a person is an outcome of his/her frequent exposure to certain words, and it becomes easier for L2 learners to use the most frequent words

in a language; this enables the speaker learn lexicons almost effortlessly due to its high level of occurrence. The active part of a person's lexicon is very crucial for L2 learners specially the ones who are beginning learning a second language because they need to know as many useful words as possible, so the more frequent these words are, the greater chance for learners to store them in their active vocabulary. Certainly, active vocabulary is really important; indeed, many scholars argue that vocabulary is much more important than grammar because with words a person can actually communicate a message not necessarily by being grammatically accurate.

## **2.5. Second Language Acquisition (SLA)**

Second-language acquisition was born in the late 1960s as an interdisciplinary enterprise that borrowed equally from the feeder fields of linguistics, language teaching, child language acquisition, and psychology. Since then, it has expanded considerably in scope and methodology to the point that for many, by the end of the twentieth century, it had finally reached its coming of age as an autonomous discipline, a discipline that today is more than ever undergoing change, renovation, and expansion. (Works, R. M. 1967).

According to Judie Haynes, Second Language Acquisition theory consists of five stages:

1. In the first stage which is also called the silent stage or preproduction stage, English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. In this stage, learners of the language repeat

everything they listen to it but they are not actually producing the language but imitating.

2. Furthermore, the second stage also called early production lasts up to six months and students will develop a receptive and active vocabulary of about 1000 words. The early production stage enables students to use chunks of the language; however, these chunks will not always be correctly used.
3. The third stage of SLA is called the Emergence of the Speech. During this stage, students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences. They will ask simple questions that may or may not be grammatically correct, such as “May I go to bathroom?” ELLs will also initiate short conversations with classmates.
4. The next stage is known as Intermediate Fluency Stage. In this stage, students have a vocabulary of 6000 active words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class.
5. Finally, when students get into the last stage or Advanced Fluency Stage, they will be near-native in their ability to perform in content area learning. To get into this stage of the SLA takes from four to ten years and at this stage learners will be able to talk about any topic of their command in the target language.



## 2.6. Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. (National Institute for Science Education, *Collaborative Learning*, 1997a). Collaborative Learning is developed by the use of team work as the learning process takes place in a better way when grouping students and making them work together. It has been said by Gerlach (1994) that “Collaborative Learning is based on the idea that learning is a natural social act in which the participants talk among themselves. Moreover, knowledge is a social construct. When students get together and start working on a topic it is not just one person who is building up his or her knowledge but all of them.

As collaborative learning requires team work as a way of making students learn by interacting between each other, the Cornell University (2017) suggests four principles in its article “Collaborative Learning: Group Work”. First, the learner or student is the primary focus on instruction. In collaborative learning, classes are not teacher-centered but student-centered. It means that the majority of the activities’ purpose is the student involvement and participation as they have to gain more knowledge. Second, interaction and doing are of primary importance. As students are grouped, one of the first things they have to do is interacting with each other. Otherwise, no learning construction will be present at all as students are not sharing what they know to the rest of the group. Thirdly, working in groups is an important form of learning. In collaborative learning, students get together in groups so that they

can interact and discuss about the topic and learn about each other. Finally, structured approaches to developing solutions to real-world problems should be incorporated into learning. Collaborative Learning helps in the construction of knowledge as students work in groups and get ready for real situations outside the classroom.

Collaborative learning strategies are fundamental in students' learning development to enhance ninth grade students' vocabulary. It was observed that students are not exposed to Collaborative Learning strategies and its incorporation would be useful to make students interact with people they never worked with and at the same time to enhance their vocabulary.

Two heads are better than one, and this is one of the most important things about Collaborative Learning because in every class in which it would be implemented, students are intended to work in small groups or peer to peer. These activities make students find solutions to every problem being studied in classes. By working in groups or in pairs, students show an active participation, key point when it comes to measure students' knowledge acquisition and how efficiently they are learning.

### **2.6.1. Importance of Collaborative Learning**

In the twentieth first century, Collaborative Learning is more necessary than centuries before and there are many reasons why collaborative learning is really important in education nowadays. As it is stated in an article published by the Cornell University (2017), one of the reasons is that through Collaborative Learning students

are allowed to develop a higher level of thinking as they are asked to spend the time working in the groups by thinking deeper on possible solutions to the problem or topic given by the teacher. Also, students are allowed to improve their communicative competence mostly in their speaking skill since they have to talk when they work in groups in order to communicate with the rest of the group members. Students develop a sense of leadership skills when they are grouped because every time they are grouped there is one student that will take the control of the activity but as the time keeps on there is another student who will take the control. At the end, every member of the group will have been in control of the task for a while.

Furthermore, the importance of Collaborative Learning relies on the fact that students are being prepared to face real social life situations. In every day situation students may be asked to think deeper and through the implementation of Collaborative Learning students learn to react or behave depending on what they are facing. Indeed, with all the new situations and social issues that students have to deal with nowadays there is one suitable way of making them be ready and it is collaborative learning. CL works on different areas students have to develop and such areas are introduced as follows:

“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.

Cognitive approach: For learners to retain and comprehend knowledge, it must be placed in a conceptual framework (Cooper, *et al.*, 1997; Slavin, 1995). 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 framework in which to relate the new knowledge (Bruffee, 1992). As MacGregor states, "Knowledge is shaped, over time, by successive conversations, and by ever-changing social and political environments." (MacGregor, 1990). Feminist pedagogy contains many of the same ideas of social constructivism (Belenky, *et al.*, 1986).

The motivational theorists believe that the inherent structure of cooperative learning creates an environment which motivates learning. For instance, if group and individual performances are components of the final assessment, individuals are motivated not only to learn the material but also to encourage all group members to understand the basic underpinnings of the knowledge. Hence, there is a driving force to foster positive interdependent relationships between group members. That is, cooperative learning creates a "One for all and all for one attitude." (Alexandre Dumas)". (National Institute for Science Education, *Collaborative Learning*, 1997b)

## **2.6.2. Advantages and disadvantages of Collaborative Learning**

According to a list published by Ted Panitz in the Co-Learn mailing list, there are forty four benefits of collaborative learning. (See *appendix A*) However, every single teacher has a different experience when applying collaborative learning strategies. For example, some educators may remark that collaborative learning strategies work perfectly in small groups while some others may remark that collaborative learning works better with large groups. It is difficult to be precise at pointing out the advantages and disadvantages of collaborative learning, though, based on the above mentioned list; the researchers have recreated a list that summarizes the most general advantages and disadvantages of collaborative learning as follows.

### **2.6.2.1. Advantages of Collaborative Learning**

#### **1. Collaborative Learning Develops Higher Level Thinking Skills**

One of the most outstanding areas of concern during the learning process is the development of thinking deeply, thinking outside the box, or critical thinking. It has been expressed in many texts that collaborative learning promotes critical thinking, but how is it proven? And to what extent does it work? Johnson and Johnson (1986), cited in Gokhale (1998) argues that there is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than students who work quietly as individuals. In other words, students who work in a collaborative environment and who are exposed to collaboration retain information during longer periods of time rather than the ones who work in isolation.

But these are not the only benefits that collaborative learning brings related to the development of critical thinking. Totten, Sills, Digby, & Russ, (1991) as cited also in Gokhale, (1998) point out that the shared learning gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers. This argument gives the idea that collaborative learning elicits a chain of brain processes which involve students to make them reason about their own learning so that they can discuss what they acquire and at the same time they can judge others' viewpoint according to their own knowledge.

## **2. Collaborative Learning Enhances Student Satisfaction with the Learning Experience**

In an EFL environment students satisfaction is not only essential but it also should be constantly evaluated to obtain the degree of effectiveness the process is, having on students' learning. It is undeniable that there is a tight relationship between motivation and satisfaction because the latter evokes the former. The more motivated a student is, the more satisfied he/she will feel during a task. Thus, it is important to consider that collaborative learning enhances students' satisfaction with the learning experience. In this context, based on their own experience and by means of observation, the researchers consider that collaborative learning enhances students' satisfaction for three main reasons.

The first reason is the social interaction that students maintain during the application of CL strategies; such interactions create a sense of community between

students and thus the environment becomes more confident. The second reason is the sense of homogeneity students feel during the activities. This sense of homogeneity is caused by the simple fact that students are generally in the same level of knowledge and share a common goal. In this case, when sharing ideas and responsibilities, learning becomes easier to be achieved. The third reason is the clear perception students have of their own learning at the end of the tasks. This perception works as an excellent indicator in which students can measure the advancement they have had. These three main reasons make collaborative learning a more enjoyable experience of learning and thus provoke students' satisfaction.

### **3. Collaborative Learning Encourages Students' Responsibility for Learning**

One of the major problems students face during their academic process is the lack of responsibility for their own learning. Students' lack of responsibility is related to their lack of intrinsic motivation, but when collaborative learning strategies are applied, students' intrinsic motivation boosts due to the objectives CL has. One of these objectives is to raise students' sense of responsibility for their own learning. This can be achieved with the help of the role assignation that the teacher provides before starting the activities; this role assignation is what Dillenbourg (1999) defines as the setting up of initial conditions.

Roschelle & Teasley, (1995, p. 70) as cited in Dillenbourg, (1999) state collaborative learning as follows: "a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem".

Having this in clear, collaborative learning not only involves students into group working but also it demands responsibility to solve problems, identify weaknesses, make self-correction, and thus enhances responsibility for their own learning.

A different way of organizing the advantages of implementing collaborative learning is to divide them into categories. Laal and Ghodsi (2011), divide the benefits of collaborative learning in four main categories as follows:

<p><b>Social benefits</b></p>	<ol style="list-style-type: none"> <li>1. CL helps to develop a social support system for learners;</li> <li>2. CL leads to build diversity understanding among students and staff;</li> <li>3. CL establishes a positive atmosphere for modelling and practicing cooperation, and;</li> <li>4. CL develops learning communities.</li> </ol>
<p><b>Psychological benefits</b></p>	<ol style="list-style-type: none"> <li>1. Student-centered instruction increases students' self esteem;</li> <li>2. Cooperation reduces anxiety, and;</li> <li>3. • CL develops positive attitudes towards teachers.</li> </ol>
<p><b>Academic benefits</b></p>	<ol style="list-style-type: none"> <li>1. CL Promotes critical thinking skills</li> <li>2. Involves students actively in the learning process</li> <li>3. Classroom results are improved</li> </ol>



	<p>4. Models appropriate student problem solving techniques</p> <p style="padding-left: 40px;">a. Alternate student and teacher assessment techniques;</p> <p>5. Collaborative teaching techniques utilize a variety of assessments</p>
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As in any other educational process, there are also some disadvantages. According to Cathy Middlecamp (1997) in “Teaching Stories: Disadvantages of Collaborative Learning”; researchers have summarized the disadvantages of collaborative learning further.

#### **2.6.2.2. Disadvantages of Collaborative Learning**

##### **1. Different Learning Styles**

Every teacher knows that not all students learn the same way. Arthur Goldstein (2012), in his article “Students Learn Differently. So Why Test Them All the Same?” he states that there are some kids you can joke with, and some you cannot. Some need more explanation, while others need little or none. If you consider students as individuals (and especially if you have a reasonable class size), you can better meet their needs.

According to Cathy Middlecamp (1997), in collaborative learning students need to work together at the same speed to achieve the common goal. This is a disadvantage because learners will never be equal. The acronym VARK makes

reference to the four learning styles: Visual, Auditory, Reading/Writing and Kinesthetic. In relation to this principle, not all students can work together because not all of them work the same way. For example a kinesthetic learner will feel uncomfortable working with a visual learner and the same will happen if an auditory learner tries to work in correlation with a kinesthetic.

## **2.7. The Role of the Teacher**

In the article “Facilitating Collaborative Learning: 20 Things You Need to Know from the Pros”, the role of the teacher is defined as guide. (Clifford, Miriam 2012). One of the most important issues a teacher must have in mind when implementing collaborative learning strategies is not only to establish the group goals, but also the individual accountability. In this way, students can have a clear idea about the purpose of the activity in which they are involved and thus a sense of responsibility is created among them to achieve such goals. Also the teacher must clarify that leadership will be shared among all members of the group and all of them have the same chances of participation and discussion. By doing so, the sense of inferiority or superiority inside the group can be avoided. Additionally, the teacher must promote trust and open communication among students because excellent interpersonal communication is essential to succeed in collaborative learning strategies. Assignments should encourage team members to explain concepts thoroughly to one other. Also, the teacher must maintain a sense of harmony and well-being of the groups during the activities. This can be achieved easily with the help of tension relievers as jokes, quick games, time-off, etc.

To sum up, the role of the teacher goes beyond being a guide. The teacher is a supporter, an observer, and an advisor in collaborative learning activities. So, teachers have to be aware of the job that collaborative learning demands. In relation to this, the implementation of collaborative learning strategies at any educational level represents a big effort for teachers but as reward it guarantees meaningful learning.

## **2.8. Collaborative Learning to Enhance Students' Vocabulary**

So far, it has been established that Collaborative learning promotes learning by interaction among students working in groups. Vygotsky (1978) said that human is social in nature; so his cognitive skills develop in a group setting. In other words, knowledge is acquired in context by social interaction. This is a concept that encloses the main idea of this study as group interaction can hold great significant learning.

Through human interaction, people learn from one another. As we interact or talk to a person, we constantly learn new manners, new body language, or other new characteristics we did not know before. Every person is unique and we have a lot to learn from every individual. Besides, every person has a different way to express with words that other person has not even heard before. In this way, when we listen to someone, we are learning different expressions, phrases or words. Collaborative learning follows this principle because through interaction inside the classroom, students are learning not only from the teacher, but also from their classmates.

Collaborative learning activities show students that it is not all about the content taught in classes, but rather sharing mutual knowledge on that content; by

doing so, they allow the cultivation of new experiences which will lead to meaningful learning. Collaborative learning also helps students to be more active in their learning. By working on a task together, students have a shared responsibility for their own learning; this makes them become active learners. Consequently, if CL activities promote a meaningful and active learning, teachers should apply these activities in the classroom provided that they think that teaching vocabulary is troublesome. In this way, vocabulary can be learned in a much easier, fun, and meaningful way since students will be learning from their peers, so this will make the process more comfortable and easier to go through.

To sum up, vocabulary is essential for language learning, but teaching it can be challenging for most teachers. However, collaborative learning activities have a meaningful influence on students' learning; hence, this influence can be focused as so to make students' vocabulary learning much easier. Because CL activities promote students motivation, teachers can take into consideration implementing these activities in their classrooms when they want students to learn in a collective way. In this way, they will be sharing knowledge, and learning in a different and effective manner. Thus, CL activities represent an opportunity to take vocabulary learning to another level in which students develop an active repertoire of vocabulary that has been constructed in a group setting by students helping one another.

## **CHAPTER III**

### **METHODOLOGY**

In this section, the researchers explained how this research study would be carried out and the procedures designed to achieve the objectives and, at the same time, answered the research question.

#### **3.1. Research Paradigm and Type of Study**

The research team utilized the mixed methods research paradigm to measure the quantitative and qualitative results. They decided to use this type of study since it suited the way researchers wanted to measure the data gathered. They used the quantitative approach to measure the results drawn from the written questionnaire as well as the midterm, final and oral tests that were addressed and administered to students. Also, the research team used the qualitative approach to analyze the data collected from two oral interviews addressed to students and the teacher. In these interviews, the students and the teacher reflected upon the importance of CL activities that were implemented in classes. Thus, the quantitative and qualitative results helped determine if objectives were fulfilled.

#### **3.2. Population and Setting**

This research study was carried out with 37 students of ninth grade, section “E”, from C.E. INSA in 2017. The researchers decided to focus just on one section rather than the nine that were there in the school. In this way, ninth grade section “E” worked as a sample which made the collection and process of data much easier.

### 3.3. Data Gathering Instrument

The researchers selected some instruments to gather the information necessary to accomplish the main goals of this research work. Basically, the instruments were designed to obtain a better understanding of the research study. This was achieved through the application of a questionnaire addressed to students, two interviews addressed to students and teacher, two written exams, and one oral exam to check their progress at the time of incorporating CL activities in the classroom.

In the first instrument, **questionnaire addressed to students**, (Appendix D) the research team designed 1 open and 8 closed questions to obtain students' perspective of the application of CL strategies and the influence it had on students' learning and vocabulary enhancement. In all the questions, students provided their opinion based on their own experience about CL strategies' effect in the learning process during the sessions.

In the second instrument, **interview addressed to students**, (Appendix E) the researchers included a set of 8 questions that were asked to students. Their insights were recorded. Questions 1 to 4 were open questions with the aim of knowing students' emotional perspective about the application of CL strategies and how they felt during classes. Questions 5 to 8 were asked to students to obtain their suggestions and personal opinions about the implementation of CL strategies.

The third tool, **oral interview addressed to the teacher** (appendix F), consisted on 7 open questions. Questions 1, 3, 5, and 7 were asked with the aim of

obtaining the opinion the teacher had during the incorporation of CL activities. In question 2, the teacher was asked to give her thoughts about the advantages and disadvantages of CL activities. Question 4 was aimed to obtain the recommendations the teacher had regarding the use of CL activities, and finally question 6 was aimed to know the teacher's opinion regarding students' attitude towards the CL activities implemented in classes.

Finally, three exams were applied to students to measure their academic progress during the whole process. In the **midterm test** (Appendix H) students were shown five pictures representing an action verb so they had to write the corresponding verbs below each picture. Also, students had to complete sentences with the appropriate action verb that was missing on each sentence. In the third and last part of the midterm test, students were shown a total of twenty nine images representing a body part so they just had to write the corresponding body part below each image.

After that, the contents "geographical features", "points of the compass" and "comparatives" were evaluated in a **final test** (Appendix I). In the first part, a crossword needed to be solved by writing some geographic features on it. The cues to fill it were right below the crossword. In section two, students had to show their knowledge on points of the compass by locating places in a map; and in the third and last part of the test, students' knowledge about comparatives was tested. They had to write the comparative form of some isolated adjectives and write three sentences

using comparatives. This instrument served to measure the whole progress students had during the intervention.

Lastly, there was an **oral test** (Appendix J) in which students were asked to tell the names of different parts of the body, verbs and geographic features that were shown in pictures; after that, a series of adjectives was shown to students so that they could give the comparative form of each adjective. In this test students' pronunciation, listening comprehension, vocabulary and fluency were evaluated.

### **3.4. Diagnosis Phase**

After the research team chose the field of study, they made a period of observation. They observed two 45-minute classes weekly for a 4-week period. They used observation checklists to see if ninth grade section "E" students had problems with vocabulary; they also wanted to know if CL activities were used or not in the classroom. Additionally, the researchers interviewed students, so they learned that students did not have an appropriate vocabulary for their level. Finally, the research team also interviewed the teacher in charge; in this way, they were also aware of her perspective regarding students' vocabulary as well as the use of CL activities.

### **3.5. Planning Phase**

After the researchers diagnosed and stated the problem, they gathered information to frame the state of art. The researchers' insights combined theory taken from reliable internet sources; also, they used their own experience to understand the problem better, and explain their ideas thoroughly. In this way, they had a better



picture of the plan needed to incorporate CL activities in the classroom. In addition to this, the data gathering tools chosen by the research team helped them make sure that the collected information was reliable, important and worthy for this research study.

### **3.6. Literature Review**

The research team searched for information that helped them have a better perception of the topic, so they made use of reliable websites to obtain worth information on vocabulary and CL activities. Moreover, the researchers discussed how the classes would be planned. Likewise, they settled the data they needed to collect regarding the incorporation of CL activities to enhance ninth grade section “E” students’ vocabulary. In short, the information obtained helped the researchers have a better scheme about vocabulary and collaborative learning activities. This aided the researchers to accomplish the objectives of this study.

### **3.7. Validation of Instruments**

To collect the necessary data, the researchers created a written questionnaire, one interview addressed to students, another interview addressed to the teacher, two written exams and an oral evaluation. These tools were first checked by the thesis advisor and later by one expert on the research field. By validating the tools, the researchers made sure the instruments were appropriate to collect the target data.

### **3.8. Ethical Aspects**

While conducting this research study, the research team revealed neither the names of the students nor the name of the teacher; also, they did not reveal students' progress to people who were not involved in the research study but rather their results were only discussed within the research team. In addition to this, the researchers considered moral and social values to treat students' abilities with respect.

### **3.9. Implementation Plan**

In this part, the researchers stated the dates in which students were exposed to collaborative learning activities to enhance their vocabulary on body parts, action verbs, geographical features, points of the compass, and comparatives. The researchers also included the materials they needed to carry out the different activities as well as the person responsible for each activity. Researchers designed lesson plans (Appendix G) to teach the contents and implement CL activities.

On Tuesday, August 15th 2017, the researchers showed students a set of flashcards containing vocabulary related to body parts. Once students got familiar with the vocabulary, researchers elicited students' answers by pointing the body parts without saying the names. Later, researchers broke the class into groups of five to have students work on a crossword related to the same kind of vocabulary.

On Tuesday, August 22nd 2017, the teacher developed a 45-minute class. During the first five minutes a warm-up activity was conducted. Later, the teacher

presented “action verbs.” This topic had a correlation with the previous one “body parts.” Students were exposed to a set of flashcards with action verbs on them; students learned the meaning of each verb by imitating some mimics that were performed by the teacher. The teacher broke the class in two groups to have a practice time by making two circles. The teacher had students from the inner circle act out an action verb to the students from the outer circle so they could guess it. Students had 30 seconds to do this. When the teacher said “switch”, students from the outer circle moved one space to their right and did the same over again.

On Tuesday, August 29th 2017, the teacher in charge started the class with a ten-minute warm-up activity. To continue, the teacher handed in some paper strips with some scrambled words. Those strips were given to students who had to work in group to unscramble the words to see it complete. After that, the teacher in charge developed an action verb practice, “Balloon Sentence Buster.” This was to consolidate students’ grasp of body parts and action verbs.

On Tuesday, September 5th 2017, researchers started the class with a warm-up activity based on action verbs. The activity lasted 5 minutes. Later, through the use of a chart, the teacher explained the different geographical features to the class. In that chart, there were the names of the geographical features and a picture of each of them so that students could easily recognize them. Students practiced their pronunciation by repeating what the teacher said. After that, students were divided into groups of four or five. They remembered the geographical features they studied in the class. Then, they discussed which of the geographical features they were going

to read. To finish, a wrap-up activity was developed in which students were asked to mention the different geographical features they were exposed to.

On Tuesday, September 12th 2017, researchers started the class activating schemata by using a warm-up related to the previous topic “geographical features.” To continue, students pretended they worked in a tourist guide agency and they had to draw a map in which they had to include five geographical features. They named their agency and they presented it to the class. To finish the class, students closed their eyes while the teacher started the alphabet saying “A” so one of the students had to continue with “B” but if two students said the letter at the same time, they had to start again and they had to answer questions about the different Geographical Features.

On Tuesday, September 19th 2017, “points of the compass” was taught. To start, a warm-up was developed in 5 minutes. Later, the teacher handed in some flyers with a compass rose. Students listened to the pronunciation and learned the placing of the different points of the compass. After that, students were given a piece of paper with a reading containing the vocabulary in context. Students saw the vocabulary, underlined it and a pop-corn reading was held. After that, the teacher showed on the board a map of a big city and gave students some marks for them to put them on the direction they heard. To wrap-up, the teacher stuck inside the classroom the four points of the compass and divided the class in four groups. Students were assigned a number per each group; then, they listened to the number

of their group and the direction they had to move to. The group that did not move was penalized.

## CHAPTER IV

### DATA ANALYSIS AND INTERPRETATION

After incorporating CL strategies to some ninth grade section “E” classes, the research team used different tools to collect the necessary data to make a description of the process. They collected the following results.

#### 4.1. Quantitative Results

During the incorporation of collaborative learning strategies, some tools helped researches to collect the necessary data. The data collection instruments were a written questionnaire, an oral exam, a midterm and final test, and two oral interviews. So, after having applied these tools and collected the data, researchers came up with the following analysis.

Researchers started to incorporate collaborative learning strategies with ninth grade students section “E” at C.E. INSA. The activities implemented were group and pair work. In such activities, students were asked to find some classmates to work with. During the implementation, students solved a Midterm Test (Appendix H) in which they had to use the vocabulary learned during the classes taught. Since most students passed, this meant that all students understood the topics in a very satisfactory way. The important point to remark here is the good results that the incorporation of CL strategies showed at this point of the process. These results showed the researchers that students were being benefited by the incorporation of these activities.

Furthermore, at the end of the incorporation of CL strategies in ninth grade classes at C.E. INSA, researchers administered a final test (Appendix I). The final test contained the topics that students studied during the second part of the incorporation of CL strategies. The topics were geographic features, points of the compass, and comparatives. Students obtained good results in their exams (see Graph 2, appendix K) and these results showed researchers that the use of CL strategies had a satisfactory result on students.

Subsequently, students were tested with an oral evaluation regarding all the topics taught during the intervention phase. Researchers designed a set of criteria (see Appendix J) in order to assess their pronunciation, vocabulary, fluency and listening comprehension. It is important to clarify that this evaluation was graded in a scale from 1 to 5. In this evaluation, there was just a minimum percentage of students that had problems in their oral skill (see graph 3, appendix K). One important thing to mention here is that in this oral test the researchers evaluated the vocabulary students studied.

Besides the exams, the researchers administered a written questionnaire to ninth grade students section "E" at C.E. INSA. In the questionnaire, it was seen that all students participated actively in classes (see graph 4, appendix K) and that the activities carried out in all sessions helped students a lot to learn the vocabulary taught at that moment (see graph 5, appendix K). Additionally, it was shown that it was easier for students to participate in the CL activities because not only was it easier for them to clarify their doubts with their peers, but it was also easier to learn

the content implemented in classes (see graph 6, appendix K). Students described the CL activities in classes as an easy manner to understand class content (see graph 7, appendix K).

To sum up, the researchers found out that the whole population who answered this questionnaire participated actively in classes and as these activities were different from the usual ones they had in regular classes, students felt motivated to participate. This proved group activities made a difference towards students' learning as they learned most of the new words taught in each class. As they participated in groups, they were more involved and hence more focused on the task. This helped them gain more vocabulary. During all this survey, it was noticed that students preferred collaborative learning strategies as they discovered that they learned more by interacting with their classmates. In other words, it was easier for them to understand and learn the vocabulary taught in classes; thus, the incorporation of CL strategies had very good results on them.

#### **4.2. Qualitative Results**

The investigators intended not only to implement CL strategies to enhance vocabulary in ninth grade students section "E" at C.E. INSA. They also intended to prove the effectiveness of these strategies for them to be applied to future generations. For this reason, the research team elaborated two oral interviews. One interview was addressed to students in order to obtain their perspective on their own learning along the incorporation of CL strategies to their classes. The other one was



addressed to the teacher in charge so that the researchers could obtain her grasp regarding the results the team obtained in the incorporation of CL strategies.

#### **4.2.1 Oral Interview Addressed to Students**

After the implementation phase, researchers interviewed students (See Appendix E). The interview was designed in Spanish with the purpose of obtaining students' longer, clearer and more reliable ideas about the intervention phase they participated in with the implementation of CL strategies. This interview also served as a guide to know students' perspective of the whole research process. During the interview, students were asked their personal experience on working in a CL environment. All the questions were created with the aim to elicit students' feelings and thoughts during the process. Below, the results obtained are shown.

In question number one (Appendix E), students expressed their preferences to work in group or pair activities rather than working in isolation. They expressed that CL strategies helped them acquire new vocabulary because when one member of the group did not know a word or did not understand the directions given by the researchers, other classmates tried to explain this in a simpler way. This idea was supported by the opinion that when they worked in groups, they felt more confident and they learned from one another.

In question number two, students manifested that they felt extremely comfortable working in groups and they liked how everybody was giving his or her personal opinion during the activities implemented in classes. Some students talked about the difficulties they had with the English language and how uncomfortable they

felt in regular classes when they were asked any question. Nevertheless, they stated that in groups, their confidence grew up in a significant way because among peers they had the opportunity to discuss and had a better idea of the contents taught; they also cleared doubts about pronunciation and spelling of the vocabulary they were studying; thus, they felt more prepared to answer a question or give any answers. Students also argued that in many cases they received feedback from their classmates and vice versa.

Later, in question number three, students answered that more dynamic activities were of great help to learn more vocabulary. Also, they said that the words learned through collaborative learning activities were easier to retrieve. This was due to the chain processes their minds went through at the moment they participated in CL activities; say, remarkable moments, memories, and vivid details that go tied up with the learning process. In other words, when they were in groups, they had more cognitive events to be related with their learning process rather than in isolation.

Further, in question number four, students said that what they liked the most was the sense of community among all classmates and how they helped one another in any situation. They also said they had the opportunity to work with people of their preference so they were more relaxed and comfortable. Moreover, in question number five, students certainly assured that due to the sense of collaboration that was created in CL environment, working in isolation would have been more difficult than working in groups. In question number six and seven, respectively, students admitted they learned most of the vocabulary taught during the intervention phase in

an easier and more active way. For this reason, they assured they will not forget this vocabulary. This gives the idea that some variations in the activities inside the classroom made important contributions to students' retrieval of vocabulary or any other content.

Finally, in question number eight, students affirmed that in the future they would like to continue working in groups rather than in isolation due to the plenty of benefits CL brings to the learning process. With this in mind, researchers can assure that CL strategies were well accepted by students for they declared how enjoyable the experience was and how effective CL is to increase knowledge.

#### **4.2.2 Interview Addressed to Ninth Grade English Teacher**

To have a better understanding of the intervention phase and obtain another perspective besides the one from students, researchers interviewed the ninth grade English teacher at C.E. INSA (See Appendix F). The interview was designed to obtain the teachers' insights about the incorporation of CL strategies in her class. During the interview, the teacher considered the application of CL strategies as "very good". She expressed seeing how students enjoyed the activities and in her opinion that was the most important indicator.

The teacher also stated that she noticed some advantages and disadvantages during the above mentioned process. The former were that in CL activities students had the opportunity to interact not only among peers but also with the researchers. In her words, this gave a better experience of language acquisition. Also, since it was a different way of learning from the one used at C.E. INSA, students were more

receptive and that evoked active participation and better grasp of the contents. In addition, the educator exclaimed that the disadvantage that she could notice was that at some instance, CL strategies did not allow the accomplishment of the objectives that are established in the curriculum.

Moreover, the teacher said she could notice some changes regarding student's attitudes during the classes. Students enjoyed the classes and had fun while learning. Consequently, students remember in a better way what they learned. Also, the teacher manifested to consider this implementation as a stress reliever not only for students but also for her, since it was a change or a break during the regular routine in the year. To finish the interview, the teacher concluded that CL was a great tool to build vocabulary in a different and fun way.

Researchers noticed that the incorporation of CL strategies was not only accepted by ninth grade students at C.E. INSA but also by the educator in charge of the English subject in the same school. With this in mind and by means of observation, the researchers can convincingly assure that CL strategies promote vocabulary enhancement.

## CHAPTER V

### DISCUSSION OF RESULTS

After having this study completed, the research findings gathered the necessary data to obtain the results of the research work. After gathering the information and analysis of such results, the researchers discussed what they achieved through the incorporation of CL strategies.

At the beginning of this research study the investigators by means of a diagnostic observation, witnessed that ninth grade section “E” students at C.E. INSA did not work in groups or any collaborative strategy. Also, students lacked vocabulary, and classes did not encourage vocabulary enhancement even though MINED’s curriculum requires the promotion of vocabulary learning to meet the communication goals of such curriculum. Thus, the researchers decided to implement CL strategies to enhance ninth grade section “E” students.

The researchers observed the problematic situation before they implemented any CL strategy and then they considered the results they wanted to have after the implementation of these strategies. In other words, researchers compared their results with the research objectives. Likewise, the researchers analyzed the research question to prove if this was indeed answered. This is seen in the following section.

#### **5.1. Achievement of Objectives**

As in any kind of research study, researchers need to supervise the process that is being implemented so it meets the objectives set at the beginning of the study.

It is also important to constantly monitor if the implementation process is going the way it is expected or if it needs to be changed in any sense so it can achieve the desired results. In this regard, it is important to check if each objective set at the beginning of the study was accomplished. Next, a detailed description is presented.

The problem that the researchers identified was the poor vocabulary ninth grade section “E” students had due to the lack of activities to promote vocabulary enhancement in classes. This is why, the researchers stated the general objective “to ascertain how the incorporation of collaborative learning strategies enhances ninth grade students, section “E” vocabulary at C.E. INSA during year 2017”. To accomplish this objective, the researchers stated three specific objectives.

The first specific objective was to expose ninth grade section “E” students to collaborative learning activities to help them enhance their vocabulary at C.E. INSA during year 2017. Certainly, ninth grade section “E” students were exposed to a series of CL activities targeted to enhance their vocabulary, and as seen in graph 1, graph 2 and graph 3, students enhanced their vocabulary since the majority of them passed the exams; with this, the exposure of students to CL activities served to help them learn the vocabulary taught at the moment of exposing students to CL activities. Consequently, this specific objective was successfully achieved.

Also, the group of researchers thought that students’ opinion regarding their own learning and the whole process of exposure to CL strategies was really important to this research project; so, the second specific objective was set: To obtain ninth grade students’ perspective of their own learning process when exposed to the

incorporation of collaborative learning strategies to enhance their vocabulary at C.E. INSA during year 2017. Students expressed that CL activities helped them a lot to learn the new words being taught; also they said that they liked the group activities they participated in; Aside from this questionnaire, the research team also recorded an interview with each student.

Finally, the last specific objective was to construct meaningful vocabulary learning through the incorporation of collaborative learning strategies in ninth grade students section “E” at C.E. INSA during year 2017. The researchers defined “meaningful vocabulary” as the words students learned and thus can recognize, utter, and use in sentences. In this context, graph 1, graph 2 and graph 3 showed that students indeed recognized and uttered the new vocabulary in the oral examination as well as use it in sentences in the written exams. Thus, the third objective was satisfactorily achieved.

## **5.2. Research Question**

When the study began, the researchers posed a question “How can the incorporation of collaborative learning strategies enhance ninth grade students’ vocabulary at C. E. INSA during year 2017?” This question was to be answered along the research work. For this, the researchers collected the sufficient data and constantly ruminated on the best way to incorporate CL strategies in ninth grade section “E” classes so that students could enhance their vocabulary. In this section, the research team state the answer to this question according to the process of the incorporation of CL strategies.

First of all, as stated at the beginning of this chapter, all the objectives were satisfactorily achieved. In other words, the researchers were able to incorporate CL activities in ninth grade section “E” classes to enhance their vocabulary. This was proven with the results of the three exams -midterm, final and oral examination- that were administered to ninth grade students. The results were gratifying since 71% of students approved the first written exam, 70% approved the final exam, and 79% passed the oral examination; thus, students showed that they learned meaningful vocabulary after participating in CL activities focused on vocabulary enhancement.

Second, the research team witnessed students’ acceptance towards CL activities since such activities helped them learn the new vocabulary taught in each session. This was proven when the researchers administered both a written and oral questionnaire to students; in this questionnaire, students said that the CL activities they participated in helped them learn the new words being taught very easily. They also claimed that it was easier for them to work in groups rather than individually because they felt more comfortable. It was also expressed that it was easier for them to clarify their doubts by asking their peers; ninth grade students also said that they felt more at ease in classes when they worked in groups and that collaborative learning activities helped them a lot to learn the new vocabulary.

This proved that CL activities encouraged shared knowledge among the group and as an outcome these activities enhanced students’ vocabulary. Thereupon, after the incorporation of CL strategies in ninth grade section “E” classes for a two-month period, the researchers discovered that CL activities influenced students’ vocabulary



learning since the research team obtained the results expected regarding students' vocabulary enhancement.

### **5.3. Limitations**

1. Several in-school activities affected the research team schedule. There were times in which students had activities such as an evacuation drill, exams, make up exams, Independence Day activities that students could not miss, so the sessions had to be postponed.

2. The space to comfortably group all thirty seven students in the classroom was insufficient. There was a space problem to group students because it was difficult for them to move their desks. Several groups were very close to one another, and this made the development of some sessions complicated since students could barely move their desks or themselves when carrying out the activities.

3. Limited sessions assigned to researchers to implement CL activities. It would have been better to have more available classes during the week so that students had a better improvement on vocabulary enhancement.

## CHAPTER VI

### CONCLUSIONS AND RECOMMENDATIONS

After the research study “The incorporation of collaborative learning strategies to enhance ninth grade students’ vocabulary at C.E. INSA, Santa Ana during year 2017” was carried out, the researchers came out with the following conclusions and recommendations.

#### 6.1. Conclusions

Students of C.E. INSA were exposed to CL strategies for a period of two months. During this period the researchers observed how students’ attitude, interest and learning process developed. Thus, the investigators concluded the following:

1. CL activities can enhance students’ vocabulary learning since all CL activities students participated in helped them learn the new words very easily, and as CL activities helped students assimilate the new vocabulary, it was proven that they are triggers for vocabulary learning and vocabulary retrieving. This is due to the connection CL activities create between real world and the academic environment in which students are when they build the knowledge.
2. Since participation plays an important role in students learning, this study showed that collaborative learning awakens students’ motivation to participate because by working in groups, they are more willing to be involved actively in classes. In this context, it is undeniable that exists a tight relationship among satisfaction and

motivation. The more motivated a students are during the learning process, the more satisfied they will feel at the end of such process.

3. CL provides students equal opportunities to participate during classes. As students have to work in groups, each of them has to play a role to solve the problem or finish a task given by the teacher. In this regard, students are conscious about the specific activity they have to develop to reach the goal previously stablished. So that, they make an effort to get it.

4. CL promotes social interaction among participants and thus better classroom atmosphere as during the incorporation of CL activities students felt more at ease in classes when they were in groups; thus, it was easier for them to clarify questions and doubts by asking their peers. This is produced by the sense of homogeneity that CL brings to the students, so that, the sense of superiority and inferiority can be avoided at all.

5. Collaborative learning strategies produce big changes in students' attitudes toward English language learning. It was noticeable that students present better attitudes toward language learning when working in groups rather than working in isolation. Regarding this, the learning process becomes more meaningful since students grasp the contents in better cognitive conditions.

6. Collaborative learning develops critical thinking skills and problem solving. Since students are assigned a role to complete a task, they develop higher levels of thinking skills to get the goal. Thus, they become critical thinkers not only for academic purposes but also for real life situations.

## **6.2. Recommendations**

### **For teachers**

1. Not only carry out CL activities to enhance students' vocabulary but also adapt group activities to enhance other language skills such as listening, reading, writing and speaking. So that, students can have solid and integral basis of the English language.
2. To incorporate self-assessment questions addressed to students for peer and self-assessment after carrying out a CL activity for students to evaluate their own and others' learning. In that way students may be witnesses of their own learning process and measure the effectiveness of the activities they make.
3. To assign roles to group members so that all students participate equally in the task assigned; in this context, teachers also should constantly monitor their work to keep track of students' learning and avoid sense of superiority and inferiority among the learners.

### **For students**

1. To constantly practice the vocabulary taught in classes for the improvement of their pronunciation of the new vocabulary/ English language.
2. To maximize their vocabulary learning by using all the means within their possibilities to reach higher levels of vocabulary repertoire.

**For future researchers**

1. To conduct further research on the incorporation of CL activities in the classroom to enhance students' communicative skills so that this field of study can become more complex and meaningful for the educative community.
2. Conduct further research on how to enhance vocabulary learning in the EFL classroom. Besides, CL activities there is a need to consider other educational approaches to vocabulary enhancement.

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## **APPENDICES**

### **APPENDIX A**

#### **44 BENEFITS OF COLLABORATIVE LEARNING**

**Posted on Co-Learn mailing list by Ted Panitz**

1. Develops higher level thinking skills
2. Promotes student-faculty interaction and familiarity
3. Increases student retention
4. Builds self esteem in students
5. Enhances student satisfaction with the learning experience
6. Promotes a positive attitude toward the subject matter
7. Develops oral communication skills
8. Develops social interaction skills
9. Promotes positive race relations
10. Creates an environment of active, involved, exploratory learning
11. Uses a team approach to problem solving while maintaining individual accountability
12. Encourages diversity understanding
13. Encourages student responsibility for learning
14. Involves students in developing curriculum and class procedures
15. Students explore alternate problem solutions in a safe environment
16. Stimulates critical thinking and helps students clarify ideas through discussion and debate
17. Enhances self management skills
18. Fits in well with the constructivist approach
19. Establishes an atmosphere of cooperation and helping schoolwide
20. Students develop responsibility for each other
21. Builds more positive heterogeneous relationships
22. Encourages alternate student assessment techniques
23. Fosters and develops interpersonal relationships
24. Modelling problem solving techniques by students' peers
25. Students are taught how to criticize ideas, not people
26. Sets high expectations for students and teachers
27. Promotes higher achievement and class attendance .
28. Students stay on task more and are less disruptive
29. Greater ability of students to view situations from others' perspectives (development of empathy)
30. Creates a stronger social support system
31. Creates a more positive attitude toward teachers, principals and other school personnel by students and creates a more positive attitude by teachers toward their students
32. Addresses learning style differences among students

33. Promotes innovation in teaching and classroom techniques
34. Classroom anxiety is significantly reduced
35. Test anxiety is significantly reduced
36. Classroom resembles real life social and employment situations
37. Students practice modeling societal and work related roles
38. CL is synergistic with writing across the curriculum
39. CL activities can be used to personalize large lecture classes
40. Skill building and practice can be enhanced and made less tedious through CL activities in and out of class.
41. CL activities promote social and academic relationships well beyond the classroom and individual course
42. CL processes create environments where students can practice building leadership skills.
43. CL increases leadership skills of female students
44. In colleges where students commute to school and do not remain on campus to participate in campus life activities, CL creates a community environment within the classroom.

## APPENDIX B

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade section “E” students at C.E. INSA during year 2017”



### CLASS SYLLABUS

GENERALITIES	
Subject	English
Requirements	8th grade
Instructors	Gerson Cuellar, Jonathan Nunfio, Nelson Solórzano, Patricia Varela
Schedule	Tuesdays from 1:30 to 2:15 pm

### COURSE DESCRIPTION

This course was a reinforcement of vocabulary for ninth grade English students section “E” at C.E. INSA. The aim of this course was to involve students in collaborative learning so they had a different learning experience that involved a shared knowledge resulting from group work activities. This course focused on the incorporation of collaborative learning activities to enhance ninth grade students’ vocabulary.

This course was based on collaborative learning as it is an innovative turn inside the classroom. Certainly, classes nowadays are no longer teacher-centered

since teachers are mostly seen as facilitators and guides. Considering this, collaborative learning offers a means in which classes are student-centered since students are not only the focus of attention, but also the ones responsible for their own learning. Collaborative learning activities place students in a more active role in their own learning. This makes the teacher play the role of a guide while these activities take place. In this regard, collaborative learning activities such as crossword solving, verb miming, balloon sentence buster, body parts puzzle, matching geographical features and drawing a map were implemented in the sessions. All these activities required group learning; students needed to work together in order to achieve a main goal. These activities were oriented to vocabulary learning.

### **COURSE OBJECTIVES**

**General Objective:** at the end of the sessions SWBAT

- A. actively use the vocabulary regarding body parts, geographical features, action verbs and points of the compass taught in classes.

**Specific objectives:** at the end of the sessions SWAT

- a) recognize parts of the body effectively.
- b) accurately define different action verbs related to body parts.
- c) effectively use action verbs in sentences.
- d) identify geographical features taught in classes.
- e) use the points of the compass correctly.

## **COURSE GUIDELINESS**

This course was taught through the implementation of CL strategies as part of the research study “The implementation of Collaborative Learning strategies to enhance ninth grade section “E” students at C.E. INSA during year 2017”

Students were exposed to a series of collaborative learning activities and were monitored by the researchers to make the learning experience effective. Researchers developed a class once a week to reinforce the contents taught by the teacher in charge of the ninth grade section “E”. During these reinforcement classes, students were asked to learn vocabulary and retrieve the one they had forgotten. This was achieved through the application of group work, pair work, or any other way of grouping that allowed the use of collaborative learning strategies. The methodology for this course was totally student-centered. Students were asked to actively participate in classes. Through the assignment of homework, written exams, classes’ wrap-up, etc., researchers monitored students’ progress during the process.

## **COURSE CONTENTS**

Class 1: Body Parts Class 2: Action Verbs

Class 3: Action Verbs & Body Parts Review

Class 4: Geographical Features

Class 5: Geographical Features Review

Class 6: Points of the Compass

## **COURSE ASSESSMENT**

1. Midterm Test: Due date Third week, August 22<sup>nd</sup>, 2017
2. Final test: Due date Eight week, October 3<sup>rd</sup>, 2017
3. Oral test: Due date Eight week, October 3<sup>rd</sup> , 2017

## APPENDIX C

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade section “E” Students at C.E. INSA during year 2017”



Implementation Schedule per Week  
Ninth grade section “E”, C.E. INSA

FIRST WEEK				
Purpose	General Task	Timeline Beginning/Ending	Resources	Responsible Person
<p><b>to expose ninth grade section “E” students to a “crossword solving” collaborative learning activity focused on body parts vocabulary.</b></p>	<ul style="list-style-type: none"> <li>- to explain what the study will be about to students</li> <li>- to show students body parts by using flashcards</li> <li>- to practice body parts by working in groups</li> <li>- to check students’ comprehension of the class</li> </ul>	<p>at C.E. INSA on August 8th, 2017</p> <p>Beginning: 1:30</p> <p>Ending: 2:15</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Paper</li> <li>- Markers</li> </ul> <p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>- Research Team</li> <li>- Ninth grade section “E” students</li> </ul>	<p><b>Jonathan Nunfio</b></p>



**SECOND WEEK**

<b>Purpose</b>	<b>General Task</b>	<b>Timeline Beginning/Ending</b>	<b>Resources</b>	<b>Responsible Person</b>
<b>to expose ninth grade section “E” students to a “verb miming” collaborative learning activity focused on action verbs related to body parts vocabulary.</b>	<ul style="list-style-type: none"> <li>- to review body parts</li> <li>- to explain Ss action verbs with mimics and flashcards</li> <li>- to engage Ss in a “verb miming” collaborative learning activity for them to practice action verbs</li> <li>- to check students’ attitude towards the previous activity</li> </ul>	at C.E. INSA on August 15 <sup>th</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Whiteboard</li> <li>- Markers</li> </ul> <b>Human Resources:</b> <ul style="list-style-type: none"> <li>- Research Team</li> <li>- Ninth grade section “E” students</li> </ul>	<b>Patricia Varela</b>

**THIRD WEEK**

<b>Purpose</b>	<b>General Task</b>	<b>Timeline Beginning/Ending</b>	<b>Resources</b>	<b>Responsible Person</b>
<b>to expose ninth grade section “E” students to a “balloon sentence buster” collaborative learning activity focused on action verbs and body parts vocabulary.</b>	<ul style="list-style-type: none"> <li>- to review body parts while working in groups</li> <li>- to review action verbs</li> <li>- to practice action verbs in sentences</li> </ul>	at C.E. INSA on August 22 <sup>nd</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Whiteboard</li> <li>- Markers</li> </ul> <b>Human Resources:</b> <ul style="list-style-type: none"> <li>- Research Team</li> <li>- Ninth grade section “E” students</li> </ul>	<b>Patricia Varela</b>

FOURTH WEEK				
Purpose	General Task	Timeline Beginning/Ending	Resources	Responsible Person
to assess students' vocabulary on action verbs and body parts.	<ul style="list-style-type: none"> <li>- to assess students' knowledge on body parts vocabulary</li> <li>- to evaluate students' knowledge on action verbs related to body parts</li> </ul>	at C.E. INSA on August 29 <sup>h</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> - Exams - Pens  <b>Human Resources:</b> - Research Team - Ninth grade section "E" Students	Research team
FIFTH WEEK				
Purpose	General Task	Timeline Beginning/Ending	Resources	Responsible Person
to expose ninth grade section "E" students to a "matching geographical features" collaborative learning activity focused on geographical features vocabulary	<ul style="list-style-type: none"> <li>- to explain the different Geographical Features by using a chart</li> <li>- to review different Geographical Features by working in pairs</li> <li>- to check what students have learned about geographical features</li> </ul>	at C.E. INSA on September 5 <sup>th</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> - Flashcards - Whiteboard - Markers  <b>Human Resources:</b> - Research Team - Ninth grade "E" students	Gerson Cuéllar

SIXTH WEEK				
Purpose	General Task	Timeline Beginning/Ending	Resources	Responsible Person
to expose ninth grade section “E” students to a “drawing a map” collaborative learning activity engaging students to review geographical features.	<ul style="list-style-type: none"> <li>- to review Geographical Features.</li> <li>- to practice the Geographical Features that students have studied in the previous class.</li> <li>- to check what students have learned about Geographical Features</li> </ul>	at C.E. INSA on September 12 <sup>th</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> - Flashcards - Whiteboard - Markers  <b>Human Resources:</b> - Research Team - Ninth grade section “E” Students	Gerson Cuéllar
SEVENTH WEEK				
Purpose	General Task	Timeline Beginning/Ending	Resources	Responsible Person
to expose students to a Reading group activity.	<ul style="list-style-type: none"> <li>- to use the point of the compass in context.</li> </ul>	at C.E. INSA on September 19 <sup>th</sup> , 2017  Beginning: 1:30  Ending: 2:15	<b>Materials:</b> - Flashcards - Whiteboard - Markers  <b>Human Resources:</b> - Research Team - Ninth grade section “E” Students	Néilson Solorzano

**EIGHTH WEEK**

<b>Purpose</b>	<b>General Task</b>	<b>Timeline Beginning/Ending</b>	<b>Resources</b>	<b>Responsible Person</b>
<p><b>to assess students' knowledge of geographical features, and points of the compass vocabulary.</b></p>	<p>- to evaluate students' understanding of geographical features.</p>	<p>at C.E. INSA on September 26<sup>th</sup>, 2017</p> <p>Beginning: 1:30</p> <p>Ending: 2:15</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>- Exams</li> <li>- Pens</li> </ul> <p><b>Human Resources:</b></p> <ul style="list-style-type: none"> <li>- Research Team</li> <li>- Ninth grade section "E" students</li> </ul>	<p><b>Research team</b></p>

## APPENDIX D

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”



### QUESTIONNAIRE ADDRESSED TO STUDENTS

Objective: To obtain ninth grade students' perspective of their own learning process when exposed to the incorporation of collaborative learning strategies to enhance their vocabulary at C.E. INSA during year 2017

1- ¿Participó usted activamente en las clases impartidas por los investigadores?

Si \_\_\_ No \_\_\_

2- ¿Qué tanto le ayudaron las actividades en grupo a aprender el nuevo vocabulario en cada clase?

nada     poco     suficiente     mucho

3- ¿Le gustaría a usted que estas clases en grupo continúen siendo impartidas en su centro escolar?

Si \_\_\_ No \_\_\_

4- Si su respuesta anterior fue afirmativa, ¿Por qué le gustaría que estas clases siguieran siendo impartidas?

Se me hace más fácil aprender cuando trabajo en grupo.

Las actividades en grupo me motivan a estar más atento en clase.

Cuando trabajo en grupo, tengo más oportunidades de aclarar las dudas que tengo porque mis compañeros me ayudan.

Cuando trabajo en grupo me siento más cómodo en la clase y por lo tanto se me hace más fácil aprender el contenido de la clase.

5- ¿Le gustaron las actividades en grupo usadas en clases?

Si \_\_\_\_ No \_\_\_\_

6- ¿Cuál fue la actividad que más le gusto? ¿Por qué?

---

Aprendí rápidamente.

Aprendí mucho.

La actividad llamo mi atención y logre aprender por el dinamismo

7- ¿Con qué aprendió más?

Actividades en grupo

Individualmente

8- ¿Cómo describiría las clases impartidas por los investigadores?

Aburridas No aprendí nada

Muy fácil por la poca información por asimilar

Fácil de entender por las dinámicas y actividades grupales.

Repletas de información difícil de aprender.

## APPENDIX E

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”



#### **INTERVIEW ADDRESSED TO STUDENTS**

Objective: To obtain ninth grade students' perspective of their own learning process when exposed to the incorporation of collaborative learning strategies to enhance their vocabulary at C.E. INSA during year 2017

1. ¿Cree usted que las actividades en grupo pueden ayudarle a aprender más en clases?
2. ¿Qué tan cómodo/a se sintió usted trabajando en grupos?
3. ¿Cómo cree usted que las actividades en clase puedan ayudarle a aprender más vocabulario?
4. ¿Qué fue lo que más le gustó de trabajar en grupos?
5. ¿Habría sido más fácil para usted trabajar individualmente en lugar de en grupo?  
Si su respuesta es sí, ¿por qué?  
Si su respuesta es no, ¿por qué no?
6. ¿Aprendió la mayoría de las palabras que se le enseñaron en clases? ¿por qué cree ud que sí o no?
7. ¿Cree que las palabras que aprendió en las clases serán fáciles de olvidar? ¿por qué? ¿por qué no?
8. ¿Le gustaría participar más en actividades grupales?

## APPENDIX F

### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”



### INTERVIEW ADRESSED TO THE TEACHER

Objective: To ascertain how the incorporation of collaborative learning strategies enhances ninth grade section “E” students’ vocabulary at C.E. INSA during year 2017

1. To what extent do you think that group and pair work helped students to learn new vocabulary?
2. What are the advantages and disadvantages that you noticed during the implementation of Collaborative Learning Strategies?
3. What difference did you notice with the implementation of Collaborative Learning strategies unlike any other strategy?
4. What recommendations would you give to the researchers regarding the use of Collaborative Learning strategies in the classroom?
5. To what degree do you think these Collaborative Learning strategies would help students if implemented during the year in the classroom?
6. In your opinion, what was students' attitude towards the implementation of Collaborative Learning strategies? How did they take it?
7. Why do think is it important to implement this kind of strategy in the classroom?



**APPENDIX G**  
**LESSON PLANS**

**UNIVERSITY OF EL SALVADOR**  
**WESTERN MULTIDISCIPLINARY CAMPUS**



“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

LESSON PLAN 1 (WEEK 1)

**Teacher: Jonathan Nunfio**

**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class students should be able to recognize parts of the body effectively

<b>Objectives</b>	<b>Task</b>	<b>Time</b>
To explain what the study will be about to Ss.	<b><u>Warmer</u></b> 1) The researchers will quickly introduce themselves to the class. 2) The teacher in charge will give Ss tags for them to put their names on it. 3) The teacher in charge will briefly explain what the study will be about to students.	5m
To show Ss body parts by using flashcards.	<b><u>Body Parts</u></b> 1) First, show Ss flashcards with following parts: head, neck, shoulder/shoulders, stomach/tummy, arm/arms, elbow/elbows, finger/fingers, hand/hands, back, legs. 2) Once Ss are familiar with those parts, point to each part again but without saying its name; rather, have Ss tell you each part as a group. 3) After this, present the trickier parts: face, eyes, ear, nose, mouth, teeth, wrist, knee, toe/toes, foot/feet.	15m
To practice body part by working in groups.	<b><u>Body Parts Practice: Crossword Solving</u></b> 1) Break the class into groups of five. 2) Hand in a crossword which will contain body part images indicating the words they will write either “up” or “across.” 3) Encourage Ss to have a collaborative attitude. 4) At the end the check if the winning group members actually know all the words in the crossword. This will define whether they take the price or not.	20m
To check students’ comprehension of the class.	<b><u>Wrap up</u></b> 1) Choose one group randomly to summarize the class.	5m

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“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

**LESSON PLAN 2 (WEEK 2)**

**Teacher: Patricia Varela**

**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class, students should be able to accurately define different action verbs related to body parts.

<b>Objectives</b>	<b>Task</b>	<b>Time</b>
To review body parts.	<b><u>Warmer: Do as I say, no as I do</u></b> 1) Explain the activity to Ss. 2) Start with a slow pace, change to regular one and finish with a faster one. 3) Have the rest of the researchers check who loses so this person sits down. 4) The ones who do not make a mistake will be given a lollipop.	5m
To explain Ss action verbs with mimics and flashcards.	<b><u>Action Verbs</u></b> 1) Present a list of 10 verbs related to body parts to the class. Have a flashcard per each verb. 2) Act out each verb and have Ss repeat your mimics. 3) Then, divide the class in groups of five. 4) Call out different verbs and have each group to act it out.	20m
To engage Ss in a collaborative activity for them to practice action verbs.	<b><u>Action Verbs Practice: Verb Miming</u></b> 1) Break the class in 3 teams of ten. 2) Have them form an inner and outer circle. 3) Hand in a flashcard with a verb to Ss from the inner circle. 4) Have Ss from the inner circle act out the verb to the students from the outer circle so they can guess it. Students will have 30 seconds to do this. When you say “Switch”, students from the outer circle will move one space to their right and do the same over again.	15m
To check students' attitude towards the previous activity.	<b><u>Wrap up</u></b> 1) Have some Ss tell you how they felt when doing the activity <b><u>Homework :</u></b> Have the same groups choose five different verbs and tell them to make up sentences including drawings. This will be a competition the best work will be awarded.	5m

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“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

**LESSON PLAN 3 (WEEK 3)**

**Teacher: Patricia Varela**

**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class, students should be able to effectively use action verbs in sentences.

<b>Objectives</b>	<b>Task</b>	<b>Time</b>
To review action verbs previously studied.	<b><u>Warmer: Hot Verb-Tato</u></b> 1) Pick up 5 Ss randomly and arrange them in a circle. 2) Use a round, easy-to-handle object as your “potato.” 3) Put on some music. 4) On start, each student must say a verb and pass the “potato” to another student. When time runs out, the pupil holding the potato is subject to some lighthearted punishment.	10m
To practice action verbs with sentences.	<b><u>Body Parts Review Activity: Body Parts Puzzle</u></b> 1) Have Ss work with the same teams. 2) Hand in strips of paper with scrambled body-part words. 3) Tell them they have to unscramble the words so they can have the right to get the image of that word. 4) They will go to the researcher that has the images of the word they just unscrambled. The first group to have their “body” complete wins	20m
To review body parts while working Collaboratively in groups.	<b><u>Action Verbs Practice: Balloon Sentence Buster</u></b> 1) Divide the class in groups of five. 2) Each group will have different balloon colors. 3) Cut out some 2 sentences in strip of papers an put them in the balloons. 4) Hand out their color-coordinated balloons. 5) Have Ss keep the balloons on the floor as they stand a few feet away. Once you say “go,” they will grab a balloon and try to pop it only using their elbows or knees. 6) Once Ss pop a balloon, they can retrieve the word slip and place it to the side. Once a group has popped all their balloons, they will begin piecing together the sentence. 7) The 1 <sup>st</sup> group that gets the sentences correctly wins.	15m

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“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

**LESSON PLAN 5 (WEEK 5)**

**Teacher: Gerson Cuéllar**

**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class, students should be able to identify geographical features taught in classes.

Objectives	Task	Time
To wake student's brain up.	<b><u>Warm-up: Switch</u></b> Ss will stand up and they will be asked the actions that the teacher writes in the board. The teacher will write two verbs “walk” and “stop”. So, Ss will start walking when the teacher says walk and they will stop when the teacher says stop. But, when the teacher says switch, it means that the meaning of the verbs will change. Now, when he says walk, they stop and when he says stop, they start walking. The teacher may include more verbs such as: clap-stamp, jump-crouch.	5m
To explain the different Geographical Features through a chart.	<b><u>Presentation of the topic: Geographical Features</u></b> Through the use of a chart, the teacher will explain to Ss the different geographical features. In that chart, there will be the name of the geographical features and a picture of each of them so that Ss can easily recognize them. Ss will practice their pronunciation by repeating what the teacher says.	10m
	<b><u>Geografical features</u></b> Beach cave creek desert earth forest hill island lake mountain ocean peak plain pond river riverbed sea stream swamp valley waterfall woods	15m
To distinguish different geographical features by working in pairs and groups in a collaborative manner.	<b><u>Pair work: What did you visit?</u></b> Ss will make pairs and they will be given a chart per each partner. They will draw five of the geographical features in their country.	10m
	<b><u>Group Work: Matching:</u></b> Ss will be divided into groups of four or five. They are going to remember the geographical features they have in class. Then, they will discuss which of the geographical features they are going to read and they are going to think in the concept of the works because the rest must answer according to the definition they do.	5m
	<b><u>Wrap-up:</u></b> The teacher will play rocket paper and scissors with all the students simultaneously. And the student who loses, he has to mention of the geographical features and tell at least three characteristics of that place. The following students that lose will do the same thing.	

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“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

LESSON PLAN 6 (WEEK 6)

**Teacher: Gerson Cuéllar**



**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class, students should be able to accurately use geographical features taught in classes.

<b>Objectives</b>	<b>Task</b>	<b>Time</b>
To review Geographical Features.	<b><u>Warm-up: In Front of The Desk</u></b> Students will stand up and make groups of four. Every group will stand in front of the desk. The teacher will provide each group a marker. The teacher will tell the characteristics of the Geographical Features and students will send one member of their group to write the name of it. The groups that have more correct answers will be the winners.	10m
To practice the Geographical Features that students have studied in the previous class.	<b><u>Geographical Features Practice: Drawing a Map</u></b> In the same groups that students develop the warm-up activity, they will do this practice too. 1) Students will figure out that they work in a Tourist Guide Agency and they have to draw a map in which they will include 5 Geographical Features. 2) They will name their Agency and they will present it to the class.	25m
To check what students know about geographical features	<b><u>Wrap-up: The Alphabet Game:</u></b> Students will close their eyes while the teacher starts the alphabet saying “A”. One of the students has to continue with “B” but if two students say the letter at the same time, they have to start again and they have to answer questions about the different Geographical Features.	10m

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“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

LESSON PLAN 7 (WEEK 7)

**Teacher: Nelson Solórzano**



**Generalities:** The group is composed by 35 students whose ages go from 14 to 15 years old. The class will take place at C.E. INSA.

**Main Objective:** At the end of the class, students should be able to use the points of the compass

Objectives	Task	Time
To gain students attention and activate their confidence	<b>Warm Up</b> Ask students to make a circle and give them a balloon. Students will pass the balloon only using their necks while some music is played. When the music stops, the student having the balloon will abandon the circle. When only five students are left on the circle those will be given a prize.	5m
To present “the points of the compass” to students	<b>Topic introduction</b> Give each student a sheet of paper containing a compass rose and explain to them the pronunciation and of the main four points of compass. (North, South, West, East)	10m
To provoke students participation and evaluate their pronunciation	<b>Reading</b> Give students a sheet of paper with a reading containing the vocabulary in context.* Model the reading and later make a pop- corn reading. <b>Speaking</b> Show on the board a map of a big city and give students some marks for them to put them on the direction they will hear. Examples: • At Main Street North. • At big Church South. Etc.	10m  10m
To show vocabulary in context	<b>Wrap Up</b> Stick inside the classroom the four points of compass and divide the class in four groups. Assign a number per each group (1, 2, 3, 4) and explain that they will hear the number of their group and the direction they have to move to. The group that does not move will be penalized.	
To ensure students grasp of the content.	<b>Example:</b> Group 1 to the North, group 2 to the south	10m

APPENDIX H  
"MIDTERM TEST"

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS

"The Incorporation of Collaborative Learning  
Activities to Enhance Ninth Grade Students at  
C.E. INSA during year 2017"



MIDTERM TEST

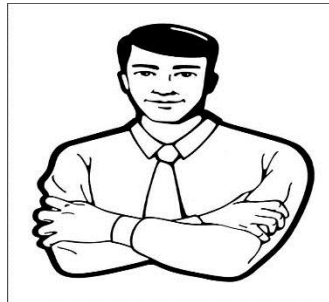
**General objective:** To check students' vocabulary learning on action verbs and body parts

I PART

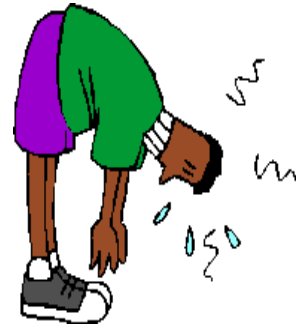
**Directions:** Write the correct action verb under each picture. (35%)



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## II PART

Complete the sentences with the correct action verb from the word bank. (30%)

Bend	Jump	Chew	Sneeze
shake	Blink	Hug	Scratch

- |                           |                             |
|---------------------------|-----------------------------|
| 1) I _____ with my feet.  | 5) I _____ with my fingers. |
| 2) I _____ with my knees. | 6) I _____ my hands.        |
| 3) I _____ with my nose.  | 7) I _____ my Friends.      |
| 4) I _____ with my teeth. | 8) I _____ with both eye    |

## Part III

Directions: Write the correct name for each body part



1.



2.



3.



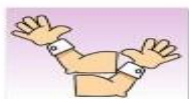
4.



5.



6.



7.



8.



9.



10.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_



1.



2.



3.



4.



5.



6.



7.



8.



9.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_



**APPENDIX I**  
**“FINAL EXAM”**

**UNIVERSITY OF EL SALVADOR WESTERN  
MULTIDISCIPLINARY CAMPUS**

“The Incorporation of Collaborative Learning Activities to Enhance Ninth Grade Students at C.E. INSA during year 2017”

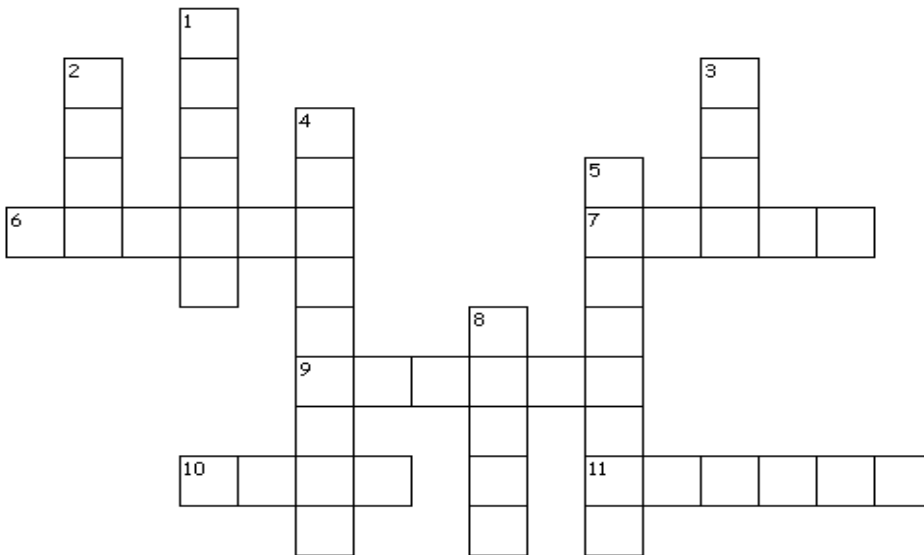


**General objective:** To assess students’ vocabulary learning on action verbs and body parts.

**I PART**

**Objective:** To evaluate students’ understanding of geographical features.

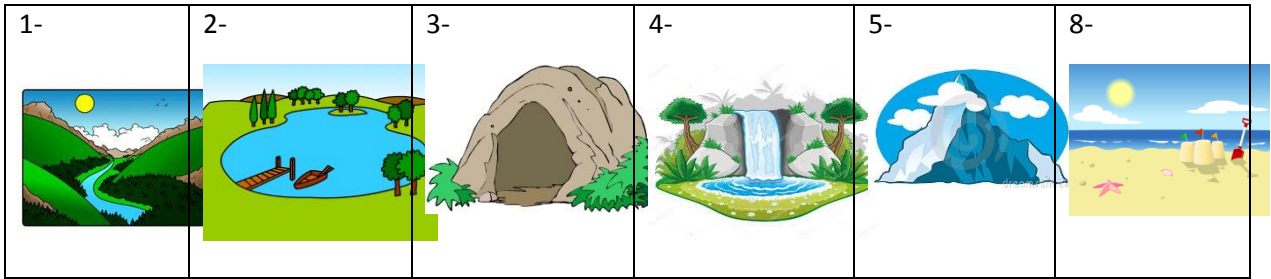
**Directions:** Solve the crossword. Each geographical feature represents a word in the puzzle.



**ACROSS**

6-	7-	9-	10-	11-
				

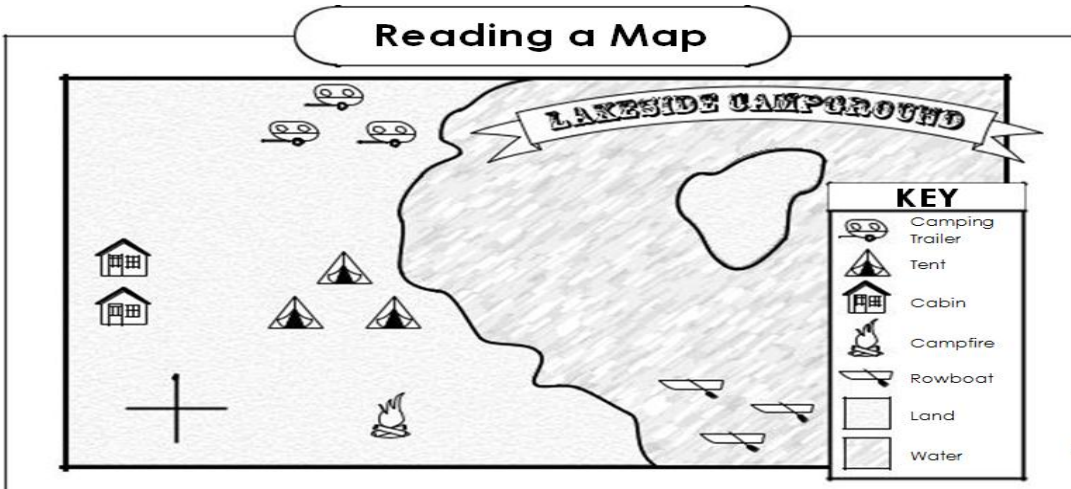
**DOWN**



## II PART

**Objective:** To assess students' knowledge of geographical features, and points of the compass vocabulary.

**Directions:** Label **N, S, E, and W**, on the compass rose. Color the land green and the water blue.



Write **north, south, east, or west** to complete each sentence.

1. The rowboats are \_\_\_\_\_ of the campfire.
2. The camping trailers are \_\_\_\_\_ of the tents.
3. The cabins are \_\_\_\_\_ of the tents.
4. The campfire is \_\_\_\_\_ of the camping trailers.
5. The island is \_\_\_\_\_ of the cabins.

### III Part

**Objective:** to assess students' knowledge of comparatives and its proper use in full sentences.

**Directions:** write each of the following adjectives in its comparative way and write three sentences using them.

Thin \_\_\_\_\_ small \_\_\_\_\_ tall \_\_\_\_\_ beautiful \_\_\_\_\_ easy \_\_\_\_\_

Heavy \_\_\_\_\_ long \_\_\_\_\_ wide \_\_\_\_\_ deep \_\_\_\_\_ fat \_\_\_\_\_

Big \_\_\_\_\_ good \_\_\_\_\_ busy \_\_\_\_\_ fast \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

APPENDIX J  
"ORAL EXAM"

UNIVERSITY OF EL SALVADOR WESTERN  
MULTIDISCIPLINARY CAMPUS

"The Incorporation of Collaborative Learning  
Activities to Enhance Ninth Grade Students at  
C.E. INSA during year 2017"



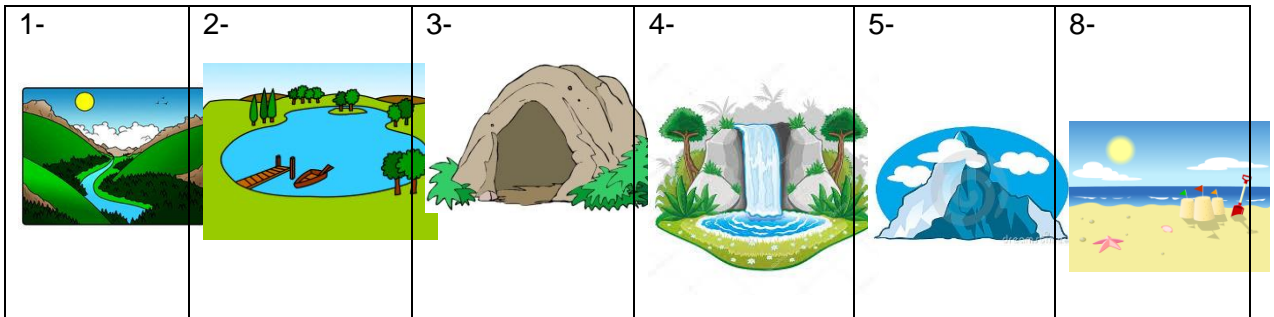
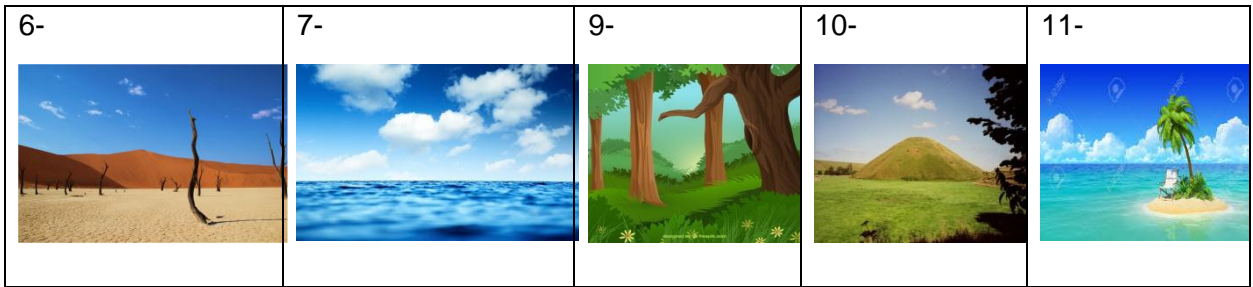
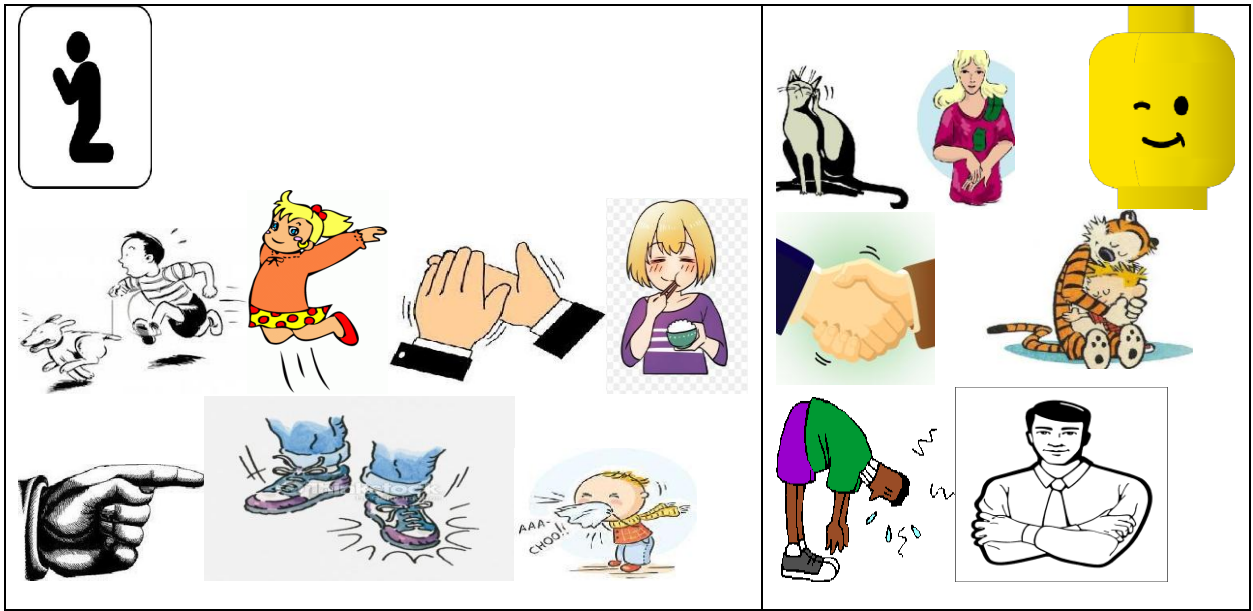
ORAL EXAM

**Objective:** To evaluate students' meaningful vocabulary learning in the oral form.

**Directions:** show SS the different flashcards used in each session. They should be able to:

- Identify them by saying the correct name of the different body parts, action verbs, and geographic features.
- Identify the locations of different objects with the points of the compass.
- Say the comparative form of the adjetives presented below.





thin	Heavy	Big	Small
long	Good	Tall	Deep
easy	Beautiful	Fat	Busy



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CAMPUS ENGLISH LANGUAGE  
DEPARTMENT ORAL EVALUATION  
CRITERIA

Name: \_\_\_\_\_

Area	Score on a scale of 1-5					Multiply by	Score
Pronunciation	1	2	3	4	5	<b>X3</b>	
Vocabulary	1	2	3	4	5	<b>X5</b>	
Fluency	1	2	3	4	5	<b>X4</b>	
Listening comprehension	1	2	3	4	5	<b>X3</b>	
<b>GRADE</b>							



UNIVERSITY OF EL SALVADOR  
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CAMPUS ENGLISH LANGUAGE  
DEPARTMENT ORAL EVALUATION  
CRITERIA

Name: \_\_\_\_\_

Area	Score on a scale of 1-5					Multiply by	Score
Pronunciation	1	2	3	4	5	<b>X3</b>	
Vocabulary	1	2	3	4	5	<b>X5</b>	
Fluency	1	2	3	4	5	<b>X4</b>	
Listening comprehension	1	2	3	4	5	<b>X3</b>	
<b>GRADE</b>							



UNIVERSITY OF EL SALVADOR  
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CAMPUS ENGLISH LANGUAGE  
DEPARTMENT ORAL EVALUATION  
CRITERIA

Name: \_\_\_\_\_

Area	Score on a scale of 1-5					Multiply By	Score
Pronunciation	1	2	3	4	5	<b>X3</b>	
Vocabulary	1	2	3	4	5	<b>X5</b>	
Fluency	1	2	3	4	5	<b>X4</b>	
Listening comprehension	1	2	3	4	5	<b>X3</b>	
<b>GRADE</b>							

## APPENDIX K

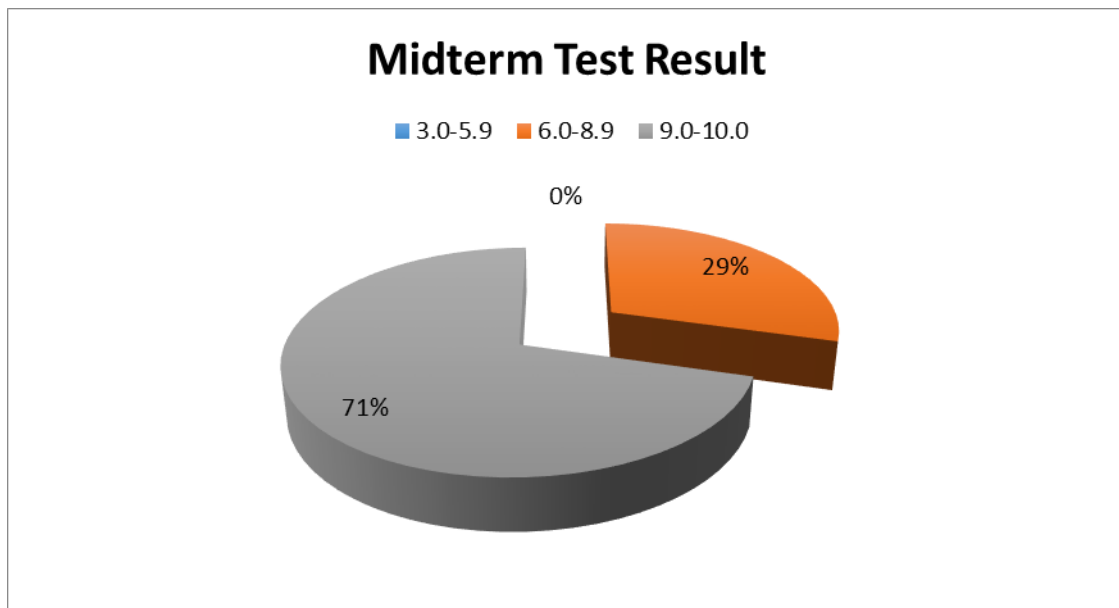
### “GRAPHS”

#### UNIVERSITY OF EL SALVADOR WESTERN MULTIDISCIPLINARY CAMPUS

“The Incorporation of Collaborative Learning  
Activities to Enhance Ninth Grade Students at  
C.E. INSA during year 2017”

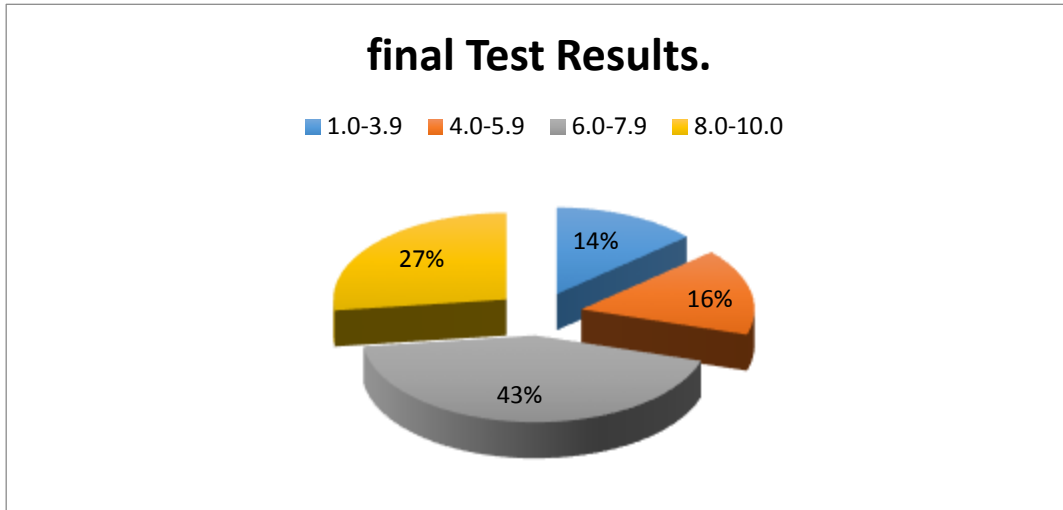


Graph 1



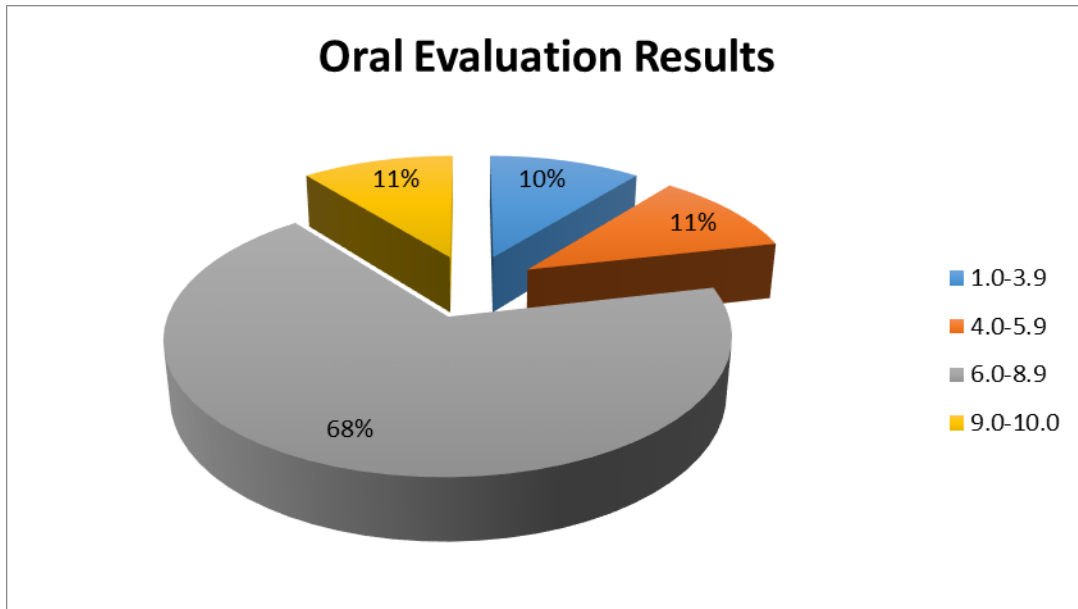
*Source: midterm test administered to ninth grade section “E” students at C.E. INSA*

**Graph 2**



*Source: Final test administered to ninth grade section "E" students at C.E. INSA*

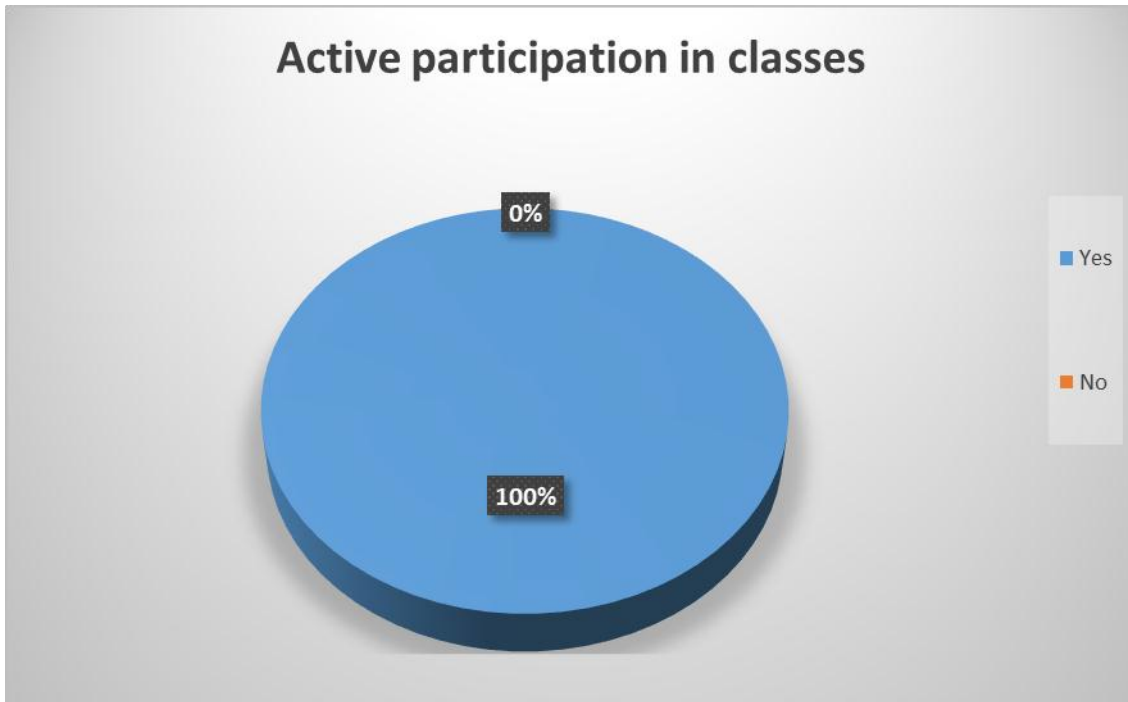
**Graph 3**



*Source: Oral test administered to ninth grade section "E" students at C.E. INSA*



**Graph 4**



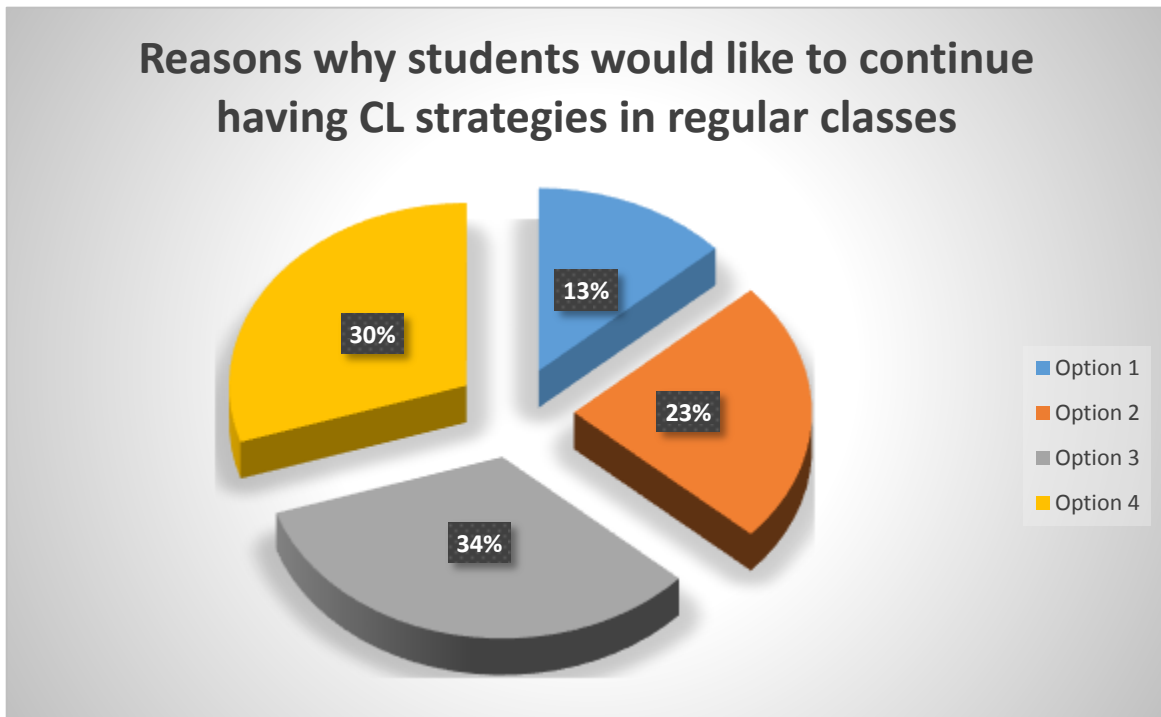
*Source: Survey administered to ninth grade students at C.E. INSA*

**Graph 5**



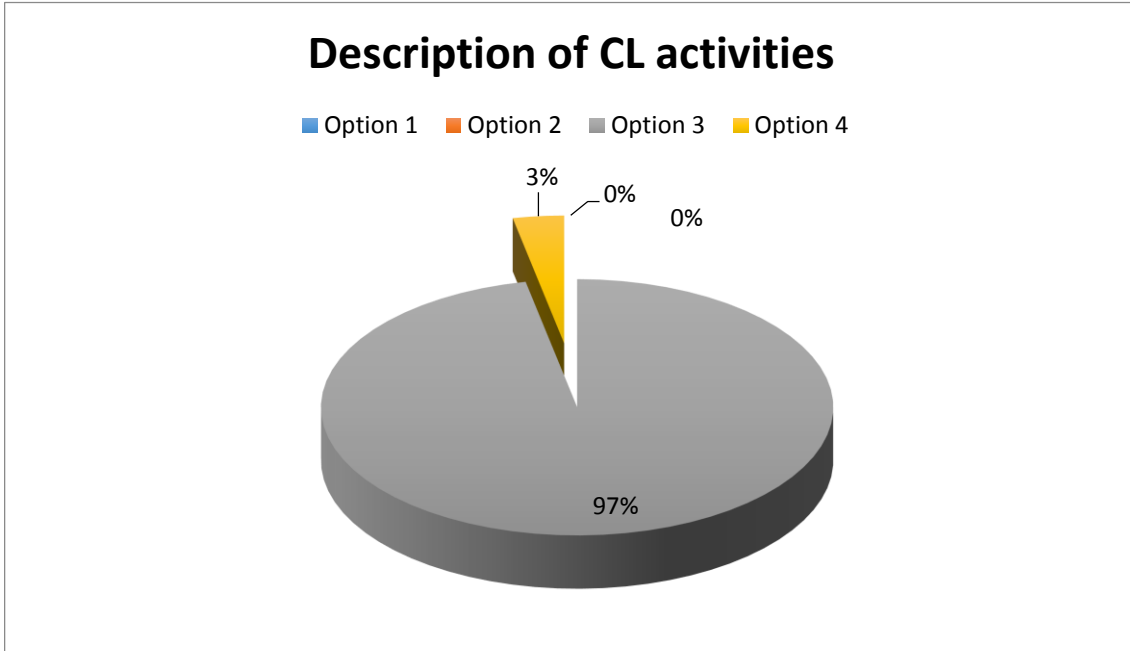
*Source: Survey administered to ninth grade students at C.E. INSA*

**Graph 6**



Source: Survey administered to ninth grade students at C.E. INSA

**Graph 7**



Source: Survey administered to ninth grade students at C.E. INSA