

IMPACT OF COLLABORATIVE LANGUAGE LEARNING APPROACH ON ACADEMIC ACHIEVEMENT OF 10TH GRADE STUDENTS IN ENGLISH LANGUAGE TEACHING

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ABSTRACT: *The current study looked at how a collaborative approach to language learning affected the academic performance of pupils in the tenth grade when learning English. The study was carried out at Mardan, Khyber Pakhtunkhwa, at the Mardan Lyceum School. This was an experimental investigation. They employed a pretest-posttest design. To create a control and experimental group, a pretest was created and given to pupils in the tenth grade. Control and experimental group were divided into 30 students (both girls and Boys). The control group was taught using the traditional way (book reading), while the experimental group was taught using collaborative language learning tools. For the assessment, the two analytical rubrics i.e the Analytic Rubric for Oral Performance and the Generic Analytic Speaking Rubric developed by Schultz and Bartz and Fairfax County Public Schools, respectively, were applied. Language experts validated the initial versions of both tests. After 45 days of instruction, the results of the pretest and posttest were compared. Both the independent and paired sample t-tests were employed. The study found that students who received instruction using the collaborative language learning approach score better results as compared to those who received traditional method of teaching in terms of speaking and listening abilities.*

Keywords: *Collaborative Language Learning, Academic Achievement, Secondary School Level*

INTRODUCTION

In Pakistan, teaching English is a required subject for students in early childhood through upper secondary education. It is indisputable that our students struggle with English and even become unable to speak properly in the language after completing higher secondary school. It's for a number of reasons. Traditional teaching methods, outdated curricula, a lack of facilities, outdated technology, inadequate language policies, packed classrooms, a lack of teacher preparation, a lack of teaching planning, and a lack of teachers' communication skills are some of the major causes of poor English (Awan, 2018).

Gibbon (2002) claims that collaborative learning is becoming more and more well-liked worldwide as a means of learning English. Since social contact and relationships with others depend on communication, collaborative language acquisition is linked to Vygotsky's theory (1962) of social development. Every person has a social need for language, and as English is the language of research studies, computer sciences, science disciplines, commerce and technology, establishing international contacts, and intercommunication, among other things, knowing the

language is a universal necessity. In order to practice speaking and listening, students are encouraged to engage in a variety of communicative activities with one another during collaborative learning. CL helps people overcome their shyness and hesitancy when speaking.

It is claimed by Storch (2012) that using collaborative learning to help students learn a language can increase their performance. This method of instruction works well because it allows pupils to improve their comprehension through cooperation and support from one another. Students' desire to form intimate relationships is sparked by their support of one another during the learning process. As a result, developing such relationships promotes faster and more efficient language learning and communication. Strong relationships among students serve to give the learners additional practice opportunities because speaking skills require more exercise and practice, according to Jabeen (2019). When pupils converse in English with

Haider (2019) asserts that the value of the English language is unquestionably recognized throughout the world. English is utilized in government agencies, corporate transactions, international conferences, bilateral international communication, science, and a wide range of computer applications. It is evident from Ahmad and Rao (2013) that English is widely utilized worldwide. In Pakistani society, English is just as important as Urdu and regional tongues. From kindergarten through upper secondary school, English is a required subject, and it is used in almost all job assessments. As a result, learning English is crucial for Pakistanis to improve their quality of life, find employment, and have a bright future.

Most of our students struggle to become proficient in English, finding it challenging to speak the language accurately and fluently. This linguistic anxiety makes people reluctant to communicate in English. The district of Mardan, in the province of Khyber Pukhtunkhwa (KP), is where the current study was carried out. The level of English language proficiency in this province is particularly low. This unsatisfactory state is caused by a number of variables, the main one being the use of antiquated and ineffectual teaching methods in English language learning. The problem is made worse by our classrooms' failure to implement innovative teaching strategies. In light of this, it is imperative that English language classes implement cutting-edge teaching methods. This change is necessary to support efficient language acquisition and give pupils lots of practice opportunities. This study's main goal is to evaluate the effects of collaborative learning on secondary English language instruction. Through the use of collaborative learning techniques, the goal is to motivate students so they can learn English and use it in practical contexts. Our goal in doing this research is to improve English language instruction in our community. Following were the objectives of the study.

1. To examine the students listening and speaking skills through Collaborative Language Learning (CLL) versus traditional method of teaching.
2. To investigate the academic score in students' listening and speaking skill between control and experimental group on Pretest.

3. To investigate the academic score in students' listening and speaking skill between control and experimental group on Posttest.

LITERATURE REVIEW

Collaborative Learning

In the educational technique known as collaborative learning, groups of students are created with the goal of working together to accomplish the task at hand. Collaborative learning works well because it allows students to work together to complete challenging assignments. Students can share their experiences with the group and learn from one another. As a result, collaborative learning works well to accomplish learning objectives. With this method, students are encouraged to work together in the group so they can benefit from one another's knowledge (Lal & Lal, 2012).

Students should be encouraged to build positive relationships with their classmates, claim Chen & Chuang (2011). They also stress that in order to foster a friendly environment and facilitate successful learning, there must be mutual understanding among the group's students. Collaborative learning typically begins with a problem or challenge that groups are asked to address through cooperation and idea sharing. Students should also be interested in collaborative learning activities, according to Douville and Wood (2020), as these activities aid raise students' comprehension levels.

In order to fulfill the educational objectives, Rao (2019) emphasizes that schools should set up collaborative learning activities that will excite students and help them reach their learning goals. For example, Kato et al. (2015) claim that allowing students to work in groups can boost their confidence. To encourage the students to focus on their academics, it would be beneficial to foster their mutual understanding and cooperative learning. According to Salma (2020), each student in the group attempts to complete the assignment with the assistance of other students in their own group after being given a task.

According to Jabeen (2013), students actively participate in group projects and collaborate with one another. Students' cognitive growth and comprehension level are increased by this method of instruction. Vygotsky (1962) highlights the significance of teachers encouraging collaborative learning. At this point, he develops his perspective on group learning, stressing that collaborating with a more experienced person promotes personal growth. Vygotsky's viewpoint (1962) emphasizes the notion that, by allowing people to connect with those who are more skilled or knowledgeable than they are, collaborative learning not only promotes academic progress but also greatly advances personal development.

According to Hysen and Mirvan (2023) social skills can be acquired through group projects. In order to voice their opinions regarding any given issue or circumstance, students in the group learn from one another. They also learn how to interact with others in a constructive manner. Some kids tend to be quiet most of the time because they are introverted. They get the chance to

build relationships with other group members through collaborative learning, which enhances their speaking abilities. Collaborative learning exercises can also foster creative thinking.

Collaborative Learning in ELL Environment

Any language's structure is extremely important to the learning process. Understanding a language's structure is therefore crucial for anyone hoping to learn a second language, or language 2. But it's important to remember that vocabulary is just as important while learning a language. Without a sufficient vocabulary, learning any language becomes extremely difficult. An Urdu speaker who wants to learn English, for example, has many obstacles. The first obstacle in the process of learning a language is the significant structural differences between these two languages. Effective language acquisition and proficiency depend on an understanding of these fundamental differences (Lal & Lal, 2012)..

A setting that is helpful and conducive to learning English is necessary. According to Saha and Singh (2016), each language calls for four fundamental abilities. A person learns to speak after first learning to listen. It goes without saying that learning to talk requires listening. Reading is the third language process skill, followed by writing, which is the fourth. These four abilities are interconnected. When we concentrate on mastering one skill, we improve other skills at the same time.

According to Rao (2019), in order for students to learn and practice the target language, they require a welcoming and encouraging environment. Students should be inspired and encouraged to learn English so they can do it with passion and fervor. Many resources are available to encourage pupils to learn English with enthusiasm and pleasure. Our culture is not the same as the English language culture. Therefore, cultural differences cause issues, but a creative teacher controls the classroom and takes steps to create a friendly environment. According to Russell (2012), English language learners (ELLs) must allot enough time to acquire the language. In order to learn any language, oral practice is essential. As the English alphabet and phonemes. Oral practice is essential for English Language Learners (ELLs) since the English alphabet and phonemes differ from those of the other languages spoken in our nation. Students take advantage of the chance to communicate with one another when they participate in group language study. An atmosphere that is favorable to the practical use of the English language is produced by this interaction.

Collaborative Language Learning

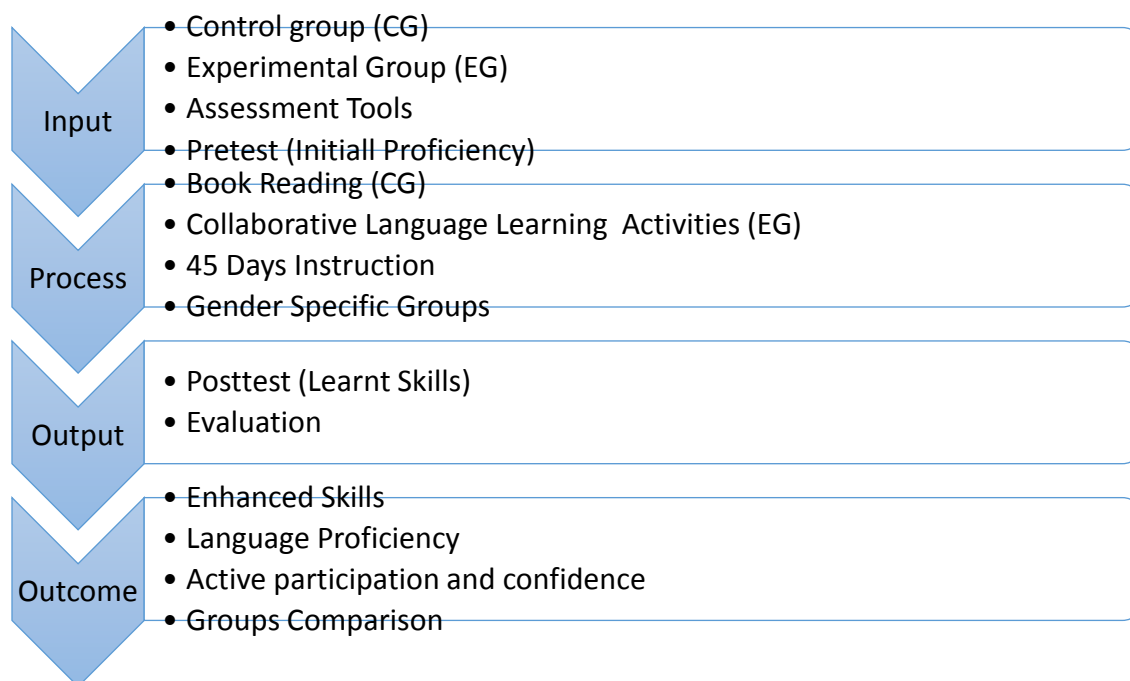
Techniques for collaborative language learning are seen to be beneficial in the process of learning, particularly when learning a language, because they allow people to communicate with one another. A person learns a language via practice. People who participate in collaborative learning have plenty of chances to practice the language. People are able to talk to each other and listen to each other. Two fundamental abilities that people practice in collaborative learning are speaking and listening (Jabeen, 2013).

According to Douville and Wood (2020) collaborative learning is the process by which two or more people interact with one another in order to learn something new or solve an issue together. Mutual understanding between participants is the result of collaborative learning. The

development of mutual understanding among participants leads to full cooperation, which makes the learning process relevant and effective. People in this learning process have the same goals and strive toward the same end. As a result, everyone works harder and struggles to meet the shared goals. When there are shared goals, participants work together and perform the task honestly in order to reach the shared goals.

Conceptual Model

According to Chukwuere (2021), the conceptual framework explains the research process. Since the conceptual framework outlines the entire study plan, it will be simpler for the researcher to perform the research in a systematic manner once the structure and technique have been established. Following the framework makes the researcher's job easier as stated by Hughes et al. (2019). It is the structural framework that gives the researcher precise instructions regarding the work and sequence of the research.



RESEARCH METHODOLOGY

Research on positivism Philosophy was used to investigate how students' academic achievement was affected by a collaborative language learning strategy. As a result, the study is an experimental research design. The Mardan Lyceum School in Mardan, Khyber Pakhtun Khwa, served as the site of this study. Both male and female students in grade 10 who were enrolled in this school received instruction in English. This study used a pre-test, lesson plans, and a post-test. The pretest's primary goal was to determine the students' prior knowledge and place them in the proper groups. Lesson plans were carried out to assess CL's efficiency and efficacy.

The BISE Mardan Gazette reports that 191535 male and female students were enrolled in grade 10. A convenience sampling technique was used to select 60 students enrolled in The Mardan Lyceum School in Mardan, Khyber Pakhtunkhwa, for the study because the current study is experimental in nature and the researcher was unable to contact the entire research population.

The purpose of the pre-test was to determine the pupils' prior English language proficiency. This test's source material came from the first two units of the tenth grade textbook. Prior to the start of the experimental lessons, the pre-test was designed to evaluate the students' speaking and listening abilities. In order to split the students into two equal ability groups, a pretest was given to determine the students' present level of English language proficiency.

In order to split the students into two equal ability groups, a pretest was given to determine the students' present level of English language proficiency. Units (i) Simplicity and Humility of Hazrat Muhammad (ﷺ) (ii) Dreams (iii) Population Growth and Its Impact on the Environment) and (the champions) of the 10th English textbooks were used to prepare the post-test. The posttest's objective was to assess the two groups' proficiency in the English language so that their performance could be compared following two distinct teaching methods. The experimental group received treatment in the form of collaborative language learning techniques on an experimental basis, while the control group received English instruction using a traditional method.

The reliability of the pretest and posttest was determined using Cronbach's Alpha, which yielded reliable results of .759 and .732, respectively, while subject experts assessed the validity of the tests. Sixty students were chosen through simple random technique among the 210 of grade 10 students who took the pretest and split into two groups: the Control (CL) and the Experimental (EG). The score of the pretest and posttest were compared by the researcher after 45 days of teaching sessions. The researcher compared the CG and EG scores using the independent sample t-test.

RESULT AND DISCUSSION

Displaying Mean difference in the academic score in students' listening skill between control and experimental group on Posttest

Group	n	Mean	SD	Leven's Test	t _{cal}	Sig.	Effect Size
CG	30	16.1000	26.10635	.232	-2.42	.017	.581
EG	30	28.0667	5.50193				

Using the t-test, table 1 shows the mean difference in the experimental and control groups' academic scores on the Posttest for listening skills. There is significant difference in the experimental and control groups' language listening skills on the pretest, according to the value of $p=.017<.05$. In other word, students secured high score in listening skills in experimental group as compared to control group after intervention.

Table 2

Displaying Mean difference in the academic score in students' speaking skill between control and experimental group on Posttest

Group	n	Mean	SD	Leven's Test	t _{cal}	Sig.	Effect Size
CG	30	14.2667	6.16963	.041	-8.09	.001	.678
EG	30	27.5000	6.48473				

Using the t-test, table 2 shows the mean difference in the experimental and control groups' academic scores on the Pretest for speaking skill. There is significant difference in the experimental and control groups' language speaking skills on the pretest, according to the value of $p=.001<.05$. In other word, students secured high score in speaking skills in experimental group as compared to control group after intervention.

Table 4.19

Displaying Mean difference in the academic score of students in English Language between pretest and posttest on control group

Group	N	Mean	SD	r	t _{cal}	Sig.	Effect Size
Pretest	30	19.3667	7.26106	.031	-.475	.636	.198
Posttest	30	20.1333	7.64620				

Table 3 uses the paired sample t-test to show the mean difference in the academic score of English language students on the control group between the pretest and posttest. The statistic $p=.639>.05$ shows that there is no discernible difference between the control group's pretest and posttest scores in terms of students' academic performance in English.

Displaying Mean difference in the academic score of students in English Language between pretest and posttest on EG group

Group	N	Mean	SD	R	t _{cal}	Sig.	Effect Size
Pretest	30	18.4333	6.03829	.551	-7.89	.000	.638
Posttest	30	27.9667	6.42990				

The paired sample t-test is used to show the mean difference in the experimental group's English language students' academic scores between the pretest and posttest in Table 4. According to the result of $p = .000 < .05$, there is a significant difference between the experimental group's pretest and posttest academic scores in English language. To put it another way, pupils in the experimental group achieved high scores following intervention.

Discussion

The study's findings show that, when compared to traditional teaching methods, students' English competence significantly differs when they are taught through collaborative language learning. The study's findings are consistent with Arta (2018). He discovered that CLL significantly improves pupils' English-speaking skills. The first benefit is a reduction in language anxiety brought about by cooperative conduct, student-generated social supports, and less scary learning environments. Another benefit is that students are more likely to actively participate in the learning process. In addition to being accountable and responsible for their respective roles within the group, students are required to take part in group discussions. Furthermore, "feeling of solidarity" and "comradely supportiveness" can increase students' desire to engage fully in class. The study's findings show that CLL improved pupils' speaking and listening abilities. Jabeen (2013) mentioned the same outcome. She investigated how learners in the experimental group found it much easier to follow the language's flow and understand its messages, concepts, or data after multiple practice sessions where they were exposed to the language in both native and non-native accents and flows. Their performance on the posttest tasks or activities was largely satisfactory as a result. Additionally, there was a notable improvement in the learners' ability to use English vocabulary and idioms. The students performed a decent job of identifying the key points or specifics in regard to the situations and environment in which they occurred when asked to listen to the played snippets. Furthermore, participants showed improved fluency and confidence while discussing and interpreting the given tasks as well as when requesting and offering clarifications or explanations.

CONCLUSIONS AND RECOMMENDATIONS

The study's main objective was to investigate how a collaborative approach to language learning affected the academic performance of 10th grade English language learners. According to the study's findings, pupils who receive instruction in collaborative language learning outperform those who receive instruction in traditional methods in terms of their speaking and listening abilities. Effective communication was hampered in large part by the learners' early inability to use language and expressions. Collaborative assignments and a language-focused environment helped the learners become more proficient in language and related phrases. They thus started making a significant contribution to the task at hand by offering suitable and relevant words and expressions.

Both male and female students were given appropriate learning environments in this study, which improved their speaking and listening abilities. Students' speaking and listening abilities were improved via a variety of exercises, including identify the difference, information extraction, group discussions, and dialogue presentations. In order to improve students' speaking and listening abilities, the study recommended that secondary school English teachers receive

training in collaborative language learning. Teachers must get the required training and workshops in order to support learners' interest in learning English as a second language and to motivate them to do so for communication. This will make it possible for them to apply the collaborative language learning strategy in our setting. The dangers to the successful implementation of this novel strategy would also be widely known to educators who have received the required training.

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