The Effectiveness of Collaborative Learning in Improving Tertiary Students' Communicative Competence
(A case Study of Medical Students at Jazan University, Kingdom Saudi Arabia

By

Ahmed Altayeb Yousuf Alhaj

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The Effectiveness of Collaborative Learning in Improving Tertiary Students' Communicative Competence

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Supervision Committee

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DEDICATION

To:
My parents,
My family,
The soul of my late father

ACKNOWLEDGEMENTS

I thank Allah, the Lord of the Universe. No thesis is the result of the efforts of a single individual, but rather the product of the contributions of several people. It is appropriate at this time to acknowledge these contributors for invaluable assistance provided during this work.

I would like thank my supervisor, Dr. Abdul Gadir M. Ali Adam for his continual support, encouragement, patience and valuable advice during and after writing the study. The guidance that he provided has been invaluable and the accomplishment of
this dissertation would not have been possible without his help. I would also like to thank Dr. Ahmed Gasmalsseed Ahmed my co-supervisor for his encouragement and help.

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The Effectiveness of Collaborative Learning in Improving Tertiary Students'

Communicative Competence

(A case study of medical students at Jazan University, KSA)

PhD in ELT 2014
Ahmed Alayeb Yousuf Alhaj

Abstract

Language skills are very important to be acquisitive and communicative. Competence is one of these skills must be learned. The study was carried out to find the most feasible techniques towards enhancing communicative competence in EFL
medical students at Jazan University in the Kingdom of Saudi Arabia. This study aimed at investigating the impact of Collaborative Learning 'CL' on the students' academic performance. It also aimed at providing the instructors and students with more information on Collaborative Learning 'CL" and its characteristics so as to encourage and motivate their students to be more active and creative in EFL classroom interaction which will eventually lead to learning. It also aimed at creating a healthy classroom atmosphere that will promote EFL learners' performance and build confidence in learners when they work collaboratively. The research adopted the descriptive, analytic and empirical methods. The data for this study was collected by means of a questionnaire of 32 items distributed to 250 respondents (200 students and 50 instructors) chosen from Medical College at Jazan University in 2014. The data was analyzed by the SPSS program. The results reached indicate that collaborative learning has a great influence on students' achievements. Both instructors and students are active in sharing information, knowledge and responsibility for complex medical problem-solving activities and in achieving the targeted tasks in a collaborative way.

So, there is more participation and active performance observed in students' classroom interaction. The analysis reveals that collaborative learning proves to be an effective, suitable and interesting technique for both instructors and students. Basing on these findings, the study recommends the application of CL in EFL classroom interaction for it creates a healthy environment which will provide ample opportunities for enabling the instructors and learners making good relations with each other. The study also recommends that instructors use collaborative learning because it motivates and encourages EFL students to be autonomous and self-reliant. Practically speaking, the study recommends collaborative learning because it maximizes learners' talking time far more better than what is in the lock-step technique which is now considered old fashion. It also recommends extra curricula activities and modern strategies to be concerned as motivating factors in the EFL classes.

أثر التعليم التعاوني في ترقية ملكات التخاطب لدى الطلاب
دراسة حالة طلاب الطب الدارسين للغة الإنجليزية كلغة أجنبية بكلية الطب بجامعة جازان بالمملكة العربية السعودية
أحمد الطيب يوسف الحاج
درجة الدكتوراه في (تدريس اللغة الإنجليزية) 2014

ملخص الدراسة

لمهارات اللغة أهمية بالغة في اكتسابها ، وتأتي مهارة الخطابة من أهم المهارات التي يجب تعزيزها وتأتي أهمية هذه الدراسة من أنها تقترح أنجع السبل لتعزيز ملكات التخاطب لدى طلاب كلية الطب بجامعة جازان بالمملكة العربية السعودية. فقد هدفت الدراسة لدراسة أثر التعليم التعاوني على الأداء الأكاديمي لطلاب الطب الدارسين للغة الإنجليزية كلغة أجنبية. كما هدفت
إلى توفير أكبر قدر من المعلومات للأساتذة والطلاب عن التعليم التعاوني ومميزاته من أجل تشجيع الطلاب وتعزيز قدراتهم ليكونوا أكثر تفاعلا وإبداعا داخل الفصل مما يؤدي للتعلم. وأيضا هدفت الدراسة لخلق بيئة صفية صحية ترقي الأداء الأكاديمي للطلاب وتعزز ثقتهم في العمل الجماعي. وقد استخدم الباحث المنهج التحليلي والتجريبي في طريقة البحث. وقد جمعت بيانات هذه الدراسة من خلال أداة الاستبيان الذي يتكون من 32 سؤالاً وزعت على 250 مشارك (200 طالب و50محاضر) بكلية الطب بجامعة جازان في عام 2014م. كما تم تحليل البيانات باستخدام برنامج SPSS. توصلت الدراسة إلى نتائج أهمها: أن التعليم التعاوني أثر كبير في تحقيق إنجازات الطلاب الأكاديمية. حيث يجعل الأستاذ وطلابه يشاركون بوعي ومسؤولية في حل المشاكل الطبية المعقدة وإنجاز الأعمال المستهدفة بطريقة جماعية. فيكون الطلاب أكثر مشاركة وآداء في الأنشطة الجماعية. كما لوحظ أن الطلاب أكثر مشاركة وأداء داخل الفصل. وقد برهنت النتائج أن التعليم التعاوني أثر تفاعلاً وتأثيراً و∝ أنه أسئلة مناسبة وشيقة لكلا الأساتذة والطلاب. وفي ضوء تلك النتائج توصي الدراسة بتطبيق نظام التعليم التعاوني في التفاعل الصفي لخلق بيئة صفية معافاة لدى طلاب اللغة الإنجليزية كلغة أجنبية، مما يتيح فرص أوعس تمكن من علاقة قوية بين الطلاب وأساتذتهم. كما توصى الدراسة بتبني الأساتذة للتدريس بأسلوب التعليم التعاوني لأنه يشجع الطلاب ويعززهم على التعليم الذاتي. وتوصي الدراسة بتبني أسلوب التعليم التعاوني لأنه يمنح وقتا أكبر للتحدث من الطريقة التعليمية التقليدية. وتوصي الدراسة بالاهتمام بالأنشطة المصاحبة للمنهج والاستراتيجيات الحديثة كعوامل لتحفيز الطلاب الدارسين للغة الإنجليزية كلغة أجنبية.

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CHAPTER ONE

INTRODUCTION
CHAPTER ONE

INTRODUCTION

1.0 Background

People tend to communicate using English language on regular bases to convey messages, express their opinion and conduct business. For a message to be clearly understood there is a need for having a profound grasp of a language.

In the area of teaching and learning a second or a foreign language English language(ESL/EFL) like the rest of global languages it is basically learnt and studied for the purpose of communication.

In order to bridge the gap between the current learning and teaching practices, theoretical and practical considerations of communication, There has been increasing interest in shifting the focus of lecturer-centered-classroom to learner-centered classroom by finding new strategies and techniques to enhance students communicative competences. It is very important for university professors, lecturers and instructors to integrate collaborative learning along with their teaching strategies and course delivery methods. It is clearly stated that the implementation of collaborative learning will greatly enhance students learning and developing their overall language proficiency. Student involvements in collaborative learning have a positive impact on sustaining their motivations and desires to learn English effectively. This fact could be observed from the Chinese proverb which says:

*Tell me, I'll forget.*
*Show me, I'll remember.*
*Involve me, I'll learn.*

( Yousuf, 2008:2)

Most of the techniques and strategies used for enhancing and fostering students’ interactivity inside English classes are somehow insufficient. The fact behind that,
most of EFL learners are still having a problem in communicating effectively and sufficiently. I observed during my working as a lecturer in Jazan University for five years. The reasons behind that, some of learners if not all of them think that English is the most complicated subject. This attitude forces them to act passively in classes and neglect testing their own learning experiences.

The traditional mode of teaching and learning does not encourage students to be appositive learners. Since motivation, desires and attitudes constitute a crucial element in acquiring a language, EFL students need to be motivated in a new social learning environment.

Lecturer-centered classroom learning or traditional mode of teaching is tedious and boring. Instructors need to make their lessons appealing, attractive, and interactive. They need to search for a new techniques and strategies to foster students learning and enhance their instructional strategies like Collaborative learning. The current practices in teaching strategies have proved that using collaborative learning may bring some sort of success and develop students' communicative competence by involving them into a meaningful context though social interaction. Collaborative learning means that a group of people sit and work together toward a common goal. This type of learning can take the form of discussion among the whole class or within smaller groups. It offers the opportunity to create a highly social learning environment, characterized by participation and interactivity for both students and faculty members.

The purpose of this study is to investigate the using of Collaborative learning to enhance the EFL students' communicative skills in higher education at Jazan University-Faculty of Medicine.

Sample of this study consists of 300 (200 students and 100 staff members). The students are from Jazan University –Faculty of Medicine –level one. The sample has been pre-tested and after exposed to the program has been post-tested. The sample has prior knowledge on Collaborative learning.
The study has come to a conclusion that Collaborative learning has a great influence on the students' academic achievements. Implementation of Collaborative learning greatly enhanced students' learning.

Using Collaborative learning fosters collaborative communication among students' proficiency in all language skills: listening, speaking, reading, writing and inter-cultural communications.

To what extent can Collaborative Learning 'CL' develop EFL students' communicative skills?

a. Collaborative Learning 'CL' can foster English teaching and learning students' motivation in a new learning environment.
b. Collaborative Learning 'CL' may develop faculty members’ instructional and cause delivery.

The researcher –as many educationalists –sees that using old methods and techniques threatens the objectives of the (TEFL) Teaching English as a Foreign Language in Saudi Arabia. Saudi Arabia is a multicultural large country of more than 25 million populations. It consists of various ethnic tribes live in 13 regions.

Therefore, a great care of dealing with this situation, the researcher hoped that by working in small groups and interacting through collaborative learning, the students might come to know and understand each other better, and consequently be able both to help each other with their learning in the small groups and collaborate to communicate more effectively in discussions.

This study is intended to show the development in teaching English as a Foreign Language and to contribute the student's intellectual, personal and professional growth. It aims at finding effective techniques and strategies, which facilitate the process of interaction between the student and the faculty member used inside the
classroom. It also carried out to investigate the nature of Collaborative learning used in the ELT at Jazan University.

This thesis will suggest techniques and activities through which collaborative learning can realize the educational process and achieve its objectives.

1.1 Statement of the Problem

EFL students in Saudi Arabia at university level are suffering from a severe shortage of communicative competence. These are clearly reflected when they are communicating and interacting with native speakers through social settings. In addition, students' performance while speaking to their teachers and peers shows that they use little English just for the purpose of greeting and saying some simple expression. In the same regard, students are still having problems in adopting accurate pronunciation patterns.

On the other hand, EFL faculty members are still lagging behind. While studies have shown that collaborative learning is a valuable component of the classroom learning, teachers are not comfortable or skilled with its implementation because they do not have enough resources. They are still restricted to the old-fashion teaching focusing on memorization of fact rather than allowing their students to exercise thinking process, analyze and sympathize material and ask appropriate questions to integrate their learning (Johnson et al 2003). They are not sure that using collaborative learning and innovative strategies in enhancing their teaching experiences would bring the same success to their students. A teacher in collaborative learning environment can make the subject more interesting by challenging involving, encouraging his students to think critically solving a problem or doing a task.

The main reason that motivates the researcher to design this proposal thesis is to find out whether Collaborative learning, which is used in TEFL in Saudi Arabia.
It is observed that, in Saudi Arabia, Students have less interaction inside the classroom and avoid speaking English (TL) with each other or with their instructors, except in greetings and some fixed expressions.

In observation that, interactions which permit or require language use for negotiation of meaning tend not to occur in the classroom.

1.2 Objectives of the Study
The main purpose of this study is to explore whether collaborative learning enhance the students' motivation and promote their academic performance through socially structured interaction activities and techniques. Moreover, the study is set up as an attempt to achieve the following objectives:

(a) To investigate whether collaborative learning, developing and promoting university EFL students' communicative skills are strongly related.
(b) To find out the effect of collaborative groups on learning environment at Saudi universities.
(c) To create a healthy classroom atmosphere and self-access learning.
(d) To promote students’ performance and communicative skills.
(e) To enhance learners' motivation and reduce their stress.
(f) To build collaborative social skills and positive relationships among students.

1.3. Research Questions
The part of the study tries to answer the questions that related to problems faced by students and their instructors.

a) To what extent do collaborative learning, developing and promoting university EFL students’ communicative skills strongly related to each other?
b) To what extent do collaborative groups affect learning environment at Saudi universities?
c) To what extent does collaborative learning lead to a healthy classroom atmosphere and self-access learning?
d) To what extent does collaborative learning result in promoting students’ performance and communicative skills?
e) To what extent does collaborative learning result in motivating students to learn with interest?
f) To what extent does collaborative learning build collaborative social skills and positive relationships among students?

1.4. Hypotheses of the Study

The following hypotheses have been formulated for addressing the problem:

a) Collaborative learning and developing and promoting university EFL students' communicative skills are strongly related.
b) Collaborative Groups affect learning environment at Saudi universities.
c) Collaborative learning leads to a healthy classroom atmosphere and self-access learning.
d) Collaborative learning results in promoting Students' performance and communicative skills.
e) Collaborative learning results in motivating students to learn with interest.
f) Collaborative learning leads to positive relationships among students.

1.5 Significance of the Study

The study will sum up the results and the recommendations based on its findings, which are expected to be a great value to the authorities of education, English language instructors and decision makers. It will pave the way to students and –It is hoped that –this study will change the learners' negative attitude towards the English language into motivating and interesting. The faculty members and their students may find this study significant for the following reasons:

First, it familiarizes faculty members how to enhance and promote students' academic performance. Second, the study shed light on the importance of collaborative learning
strategies and activities in order implement effective learning outcomes. Third reason is that, it is expected to raise students' knowledge skills, social skills, creative thinking and better outcomes. Fourth, the study will cast light on collaborative learning which represents student-centred learning.

This study has a great value, because Collaborative learning arises naturally, frequently and informally as an instructor and students work together in all aspects of educational environment.

1.6 Limits of the Study
The impact of Collaborative learning and its strategies that enhance EFL Saudi Arabian medical students’ communicative competence inside the classroom at the Faculty of Medicine in Jazan University.
The time allotted for this study is three years as the researcher needs to collect the required data for this study. One of the problems that faced the research is resources and references in such field, but by contacting professionals, colleagues, libraries, Saudi Digital Library 'SDL' and websites, the problems are solved.

1.7 Methodology
In order to extract the necessary information related to the nature of collaborative learning and find persuasive answers to the research questions and test the hypotheses, the research will adopt the descriptive, analytic and empirical approaches in which two kinds of treatments will be involved i.e. control and experimental groups. The questionnaire is another tool for the study. It has been handed to the judging committee for inspecting the validity and reliability. The questionnaire will be distributed to faculty members and students.
1.8 Glossary

1.8.1 Collaborative Learning

Collaborative learning or cooperative learning is a learning activity, which involves a small group of learners working together 'towards a common academic goal'. The group may work on a single task, or on different parts of larger task. The members of the group often select tasks for group members. (J. Richards / J. Platt / Heidi Weber: Longman Dictionary). This method gives the faculty member the power to connect with his students with their individual differences.

UNESCO (2010) defines collaborative learning as," when learners work in groups on the same task simultaneously, thinking together over demands and tackling complexities. Collaboration here is seen as the act of shared creation and/or discovery". this definition best describes the process of collaboration that medical students need to engage into knowledge and skills needed for their future life.

1.8.2 Individual Learning

An instruction method in which students work individually at their own level and rate toward an academic goal.

1.8.3 Communication Strategies

(a) A systematic technique employed by a speaker to express meaning when faced with some difficulty. (Corder,1977)

(b) A mutual attempt of two introducers to agree on a meaning in situation where requisite meaning structure are not shared. (Carder,1977)

(c) A potential continuous plan for solving to an individual presents itself as a problem in reaching a particular communicative goal. (Stern 1983)

(d) Techniques of coping will difficulties community in community on imperfectly known as second language.
1.8.4 Competence

Competence is the speaker's knowledge of representation of language in the mind.

1.8.5 Critical-thinking

That involves analysis, synthesis, and evaluation of the concepts

1.8.6 Performance

Performance is the speaker's comprehension and production of language in daily life and it is social.

1.9 Definition of Terms

CL = Collaborative Learning.
COL = Cooperative Learning
ELC = English Language Center
ELT = English Language Teaching
EFL = English as a foreign language
ESL = English as a second language
KSA = Kingdom of Saudi Arabia
JU = Jazan University
NL = Native language
NLL = Native Language Learners
TL = Target Language
ZPD = Zone Proximal Development
CHAPTER TWO

LITERATURE REVIEW
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

*Coming together is a beginning.*
*Keeping together is progress.*
*Working together is success.*

*(Henry Ford)*

2.1 Background

Collaborative learning is an umbrella of modern instructional approach in which students learn best when they are actively involved in the process of learning. Researchers report that, regardless of the subject matter, students who work in small groups usually like to learn more of what is taught and keep it longer than when the same content is presented in other instructional techniques. Students learn effectively in groups, encourage each other to ask questions, explain and justify their opinions, articulate their reasoning and evaluate and reflect upon their knowledge. Therefore, students who collaborate in cooperative groups also appear more satisfied with their classes.

Collaborative learning (cooperative learning) is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners dependent on the socially structured exchange of information between learners in groups and in which each learner is held responsible for his or her own learning and is motivated to help others learn. (Olsen and Kagan 1992:8)

2.2 Meaning and Definition of Collaborative Learning


1. Collaborative Learning\Work.
2. Collective learning.
3. Concentrated Discussion Technique
4. Cooperative Learning\Work.
5. Focus Discussion Technique
6. Focus Group Technique.
7. Give-and-Take Learning
8. Group Activity.
9. Group Discussion.
10. Group Tutoring
12. Learning Communities.
13. Participative Discussion.
14. Peer Learning
15. Peer Teaching
17. Semi-Structural Interview.
19. Small Group Instruction
20. Small-Group Work
21. Team Learning
22. Team Work.
2.3 The Difference between Collaborative Classroom Groups and Other Work Groups

2.3.1 The Difference between Individual and Group

“Individual” and “Group” are separate so close linked that one requires the other for itself to exist.

Collaborative group activity is different to Individual activity. According to Strevens (1977:48) that is “Group activity versus solo activity”

As Bramley (1979:28) explains that, nobody can live alone without groups e.g., a family, tribe, society or culture and without identity, there is no sense of belonging and no attraction toward the formation of a group or a team.

No one can ignore that collaborative learning means “self” or “social” when people in general to share and care ideas by their nature in a collaborative way to reduce their stress. In this concept, Bramley illustrates that,

"It is in group that we learn to fight, share, communicate, love, lose and win. We to support others reduce their pain; join their exultation, to learn to be learnt on, to give and to take."

2.3.2 The Classroom Groups differ from Other Work Groups

Bramley (1979: 41) “Groups like human individuals, share the raw materials of intelligence, speech, capacity of emotion…etc. Each group like each person, is unique.”

Wallen et al (1978:166) suggest that one might; “conceive of the classroom as a miniature society or social system with differentiated role and personality relationships linked to educational goals”. Further, they note that classroom groups are unique"
According to Smith and Lusterman (1979:209) there are four ways in which classroom groups differ from other work groups:

1. The expected outcome in a class is learning. Not a tangible goal. e.g., a factory’s goal of making cars or a hospital’s goal of helping sick patient get well is easier to evaluate.

2. Participation is mandatory. Neither students nor teacher can very easily leave the group once they are assigned to it.

3. Teachers’ roles require a great variety of functions.

4. Teachers work mainly with children and adolescents, while leaders of most other work groups deal with adults.

Other conditions that differentiate classroom collaborative work to other group tasks, is that:

5. Collaborative learning is unique, because, learning is the goal or purpose for which the group is brought together.

6. The learning goals are compulsory.

7. The group members have no control over the selection of the leader.

8. In collaborative learning, the teacher has a great personal influence on his students (Lippitt, Polanski and Rosen (1952), Thibault and Kelly (1959), and Bidwell (1973).

2.3.3 The Difference Between Collaborative Learning 'CL' and Cooperative Learning 'COL'

Collaborative learning and cooperative learning are terms that often used interchangeably in the literature. This type of learning has many names such as: collaborative learning, cooperative learning, collective learning, learning communities, peer teaching, peer learning and team learning. M. Dooly (2008:21).

In fact that, all above kinds of collaborative learning have in common the same idea of incorporate group work. However, it is important to differentiate collaborative learning from cooperative learning. Collaborative learning differs from cooperative
learning in that its emphasis lies in mutual engagement of students in the educational process rather than individuals to reach a common group goal, Bernard, Rubalcava and St-Pierre (2000). In cooperative learning, the result may simply add up to collection or incorporation of each individual’s work into the final products based on collaboration should represent a synthesis of the whole. As Soller et al (1997) state that there is a significant difference between cooperative learning and collaborative learning, the student in 'CL’ work for all and help each other to learn and achieve the goal in collaboration but students in 'COL’ work to achieve individual goals. They explain that, collaborative learning aims at helping all students to collaborate each other learning all the material together, whereas in cooperative learning each student individually performs his or her targeted learning task or activity, independently contributing to the group’s final decision on solution of a problem or an activity. Therefore, effective collaborative learning interaction differs from cooperative learning interaction in that students learning collaboratively utilize fewer trust and leadership skills, and in the same time there are more active learning skills such as justifying, elaboration and encouragement.

Both methods relate to the idea of "two - or more - heads are better than one", and that collaborative learning is beneficial to problem solving. Collaborative learning is usually used for adults in universities and high institutes. Cooperative learning is at the elementary and secondary school levels. Collaborative learning is a well-established group work method that provides a useful alternative to lecturer-centered classes. Its various techniques and activities follow specific rules. Instructors who use the method believe that learning is essentially a social process, that their role is not thundering information to their students, but that the acquisition of knowledge comes mostly when students interact actively through negotiation and discussion in a collaborative way.

Some of the main advantages of collaborative learning are: that it encourages active and constructive learning and encourages deep processing of information, as well as provide critical thinking, reasoning and goal-based learning, Brown and Parlinscar
In addition, collaborative learning requires less instructor role than cooperative learning and includes sharing the learning task, combining expertise, building or consolidating a learning community, Slavin (1996).

In collaborative learning setting, the emphasis is placed on the interactions as common understandings are negotiated and developed across differences of knowledge, skills and attitudes. Motivation to participate and confidence, together, play an important role if benefits are to emerge from the experience. Moreover, students have different roles to play, as interchanges progress and involve question answering and explanations that are open to challenges and justifications, Bernard, Rubalcava and St-Pierre (2000). So collaborative learning is suitable learning method for learning activity in modern age that needs students enhance knowledge, experiences and potentials for conducting their real life.

2.3.4 Concept and Definition of Collaborative Learning.

Collaborative learning is a method of teaching and learning in which students team together to understand, solve a problem or create a meaningful project. It requires that A group of students working together toward a common learning goal. It is more than co-operation. Collaborative learning goes through the whole educational process. This may include the students teaching each other or the students teaching the instructor and of course the instructor teaching the students, too (M. Dooly 2008:21). It means that students are responsible for their learning and help others to learn. In collaborative learning students are fully responsible to build knowledge together, enhance their communicative skills, social skills, exchanging information, effectively interacting in solving difficult medical problems and relating to each other. The students may sit in a roundtable discussing a lecture face to face in a collaborative way or tele-collaboratively when students from different schools working together via the Internet on a shared assignment are both examples of collaborative learning.
Collaborative work is a learning activity, which involves a small group of learners working together. The group may work on a single task, or on different parts of larger task. The members of the group often select tasks for group members.

A group is a collection of interacting persons who have same degree influence with one another and share their ideas. As Judy Pearsall (1998:812) defines a group is that, "number of people that work together or share certain beliefs". The Oxford Advanced Learner’s Dictionary (1945) by Horny defines group as:

"Number of people or things gathered, placed or acting together, or naturally associated. ‘Grouping’ ‘n.’ set of people acting together within a common interest or purpose often within a large organization."

Yousuf, (2008:2) illustrates collaborative or cooperative learning can be characterized in the following Chinese proverb:

"Tell me, and I will forget.
Show me, and I will remember.
Involved me, and I will learn."

In the same concept Strevens (1977:48) said that, collaborative learning is different to the individual learning. The student –in small group- plays a great role in his group to be an active participant in group activities. In the same time, group activity is different to individual activity. Learning with others removes the learner from his place in the family, where, during the age of language acquisition, he has frequently been the focus of attention and affection. It makes him instead a single member of a group equals, within which his standing and role are established at last partly by his successful participation in peer group activities."

Collaborative or cooperative work can be defined as a strategy for classroom that is used to increase motivation and retention, to help the students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills. (Calderon 1987)
In Collaborative learning, each student plays a great role in discussion and he participates in his position towards his group goals and achievements.

Grambs et al (1970:187) state that:

"The small-group setting is the best procedure to involve every individual...Each person feels that he has a significant place and that his presence and participation are needed and utilized."

For involving all students in all the time and encouraging passive ones in speaking, Harlow (1978:17) suggests that, the instructor should use pair and group work techniques, e.g., for an instructor, giving more practice in spoken English to his or her class, he, or she should break learners into pair or small groups. This encourages those who are shyer and reluctant to participate effectively in a collaborative way, particularly, in larger classes, it can also stimulate conversation.

In his book, ‘Principles, Methods and Techniques of Teaching’, Aggarwal (1996:70) observes that,

"Under the influence of group behavior, appropriate changes in the behavior of the members of the group can take place. Individuals composing the group think and feel as the group feels, do as the group does."

In the students-centre interaction, the students help each other in doing their task when they work together and collaborate with the teacher.

In this concept, Aggarwal (1996: 72) argues that, classroom environment becomes lively if there is a unity between the teacher and the taught task, helping each other in carrying out the task of teaching and learning. All group members have the same common interest and they naturally cooperate with the instructor to achieve their learning goal.

Jacobs (2004:4) defines collaborative learning as "principles and techniques for helping students work together more effectively". Moreover, he states that collaborative learning and group interaction are planned in an effort to balance the opportunities that each student has for creating output. This contrasts with the situation
often seen in group activities in which more student talk exists, but a relatively small group of students take most of the speaking turns.

Collaborative and cooperative learning are the most widespread and fruitful areas of theory, research, and practice in education. These learning strategies have been applied to a wide variety of content areas at all levels. Cooperative and collaborative learning are pedagogical techniques in which students work together in small, and mixed groups on a structured learning task with the aim of maximizing their own and each other's learning. Collaborative learning makes the student instead a single member of a group of equals, within which his or her standing and role are established at least partly by his or her successful participation in peer group activities.

In his book ‘Motivating Students to Learn’, Brophy (1998:140), illustrates that collaborative activities can provide frequent opportunities for students to interact with both their teacher and classmates, they discuss and solve problems:

"Collaborative activities allow students to work together in pairs or small groups to tutor one another, discuss issues, develop solutions to problem, or work as a team to produce a report, display, or some other group product...Cooperative learning activities ... respond directly to students’ relatedness ... (and) they engage students in the social constructions of knowledge."

According to Kilpatrick, American educationalist and philosopher, this communal work “is a revolt against the traditional environment of the school which usually marked by listlessness and passivity and which lacks active involvement of the students”.

The students in collaborative learning can learn easily from each other as friends rather from strangers as Hamachek (1968:7) states:

"Pupils learn much from one another; those who have been together for years learn new material more easily from one of their own group than they from strangers... when groups act for a common goal there is better cooperation and more friendliness than when individuals are engaged in competitive rivalry with one another."
The students in collaborative learning have influences with one another and in the same time; with their instructor in an open communication. These different group processes can create a positive atmosphere. As Schmuck and Schmuck (1971:18) state:

"Positive classroom climate is one in which the students share high amounts of potential influence-both with one another and with the teacher; where high levels of attractions exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximizing individual differences; where communication is open and featured by dialogue; and where the process of working and developing together as a group are considered relevant in themselves for study."

In the same concept Clark and Starr 1976:23) explain when students work through collaborative or cooperative learning, they develop their own dynamics and learning responsibilities toward a class goal in a friendly way more than those who work in individual learning:

"The dynamics of the group is that each class develops its own dynamics. It has its own leaders and followers, its own tensions and friendships, and even its own goals and aspirations which are not compatible with those of with those of the teacher."

Smith and Lusterman (1979: 209) show that the behavior of both the instructor and each student affect by different dynamics social forces inside the classroom such as friendship communication, each group member affects by another and relate to each other, and they influenced by the leadership style and his power on them, and the environment in which they effectively collaborate, when they state,

"It views that the classroom as a social environment as a complex social system in which the behavior of the teacher and each student is affected by many dynamics social forces. These include: friendships communication patterns, power and influence, leadership style, peer group norms, and even physical environment."

Collaborative learning means teachers cooperating with their students:
Instructors who have traditionally worked in isolation will need to find new ways of collaborating and sharing their expertise in order to make cooperative learning
successful in comprehensive classrooms. This kind of collaboration can be challenging because it involves sharing duties and communicating with others, but it can also be exciting and satisfying. Planning cooperative learning lessons is stimulating fun because the students get to know each other’s abilities and they can get excited about each other's growth, even though it is not the same as theirs.

Collaborative learning is a feature of positive interpersonal climate in the classroom and learning community norms of collaboration. As Brophy states that (1998:140) “Students are likely to experience enhanced intrinsic motivation when they participate in learning activities that allow them to interact with their classmates.”

Richards et al, (1987) defined collaborative learning is a learning activity, which involves a small group of learners working together. The group may work on a single task, or on different parts of larger task. The members of the group often select tasks for group members.

Norvelle (1970) defined collaborative team or group work is a “System of grouping in which students of varying abilities are placed in groups with a leader and a co-leader who acts as assistant teachers and coordinators”.

Millis in Al-Ghamdi (2002:5) defined the collaborative or cooperative learning that “It is generic term for various small group interactive instructional procedures.” The other definition stated by Morris (1997) is “It is a team strategy, which makes the classroom an exciting place.”

Many definitions of collaborative or cooperative learning have been stated; for example, McCloskey (2000:367) defines collaborative learning as an instructional method that depends on the exchange of information among pairs or group members. Each learner holds responsible for his/her own learning and responsible for the group as well as the others. Learners are also motivated to increase both their own learning and learning of others.
Carter (2001:38), defines collaborative learning as a basic instructional strategy that can be implemented in every grade level and subject area. Lessons can be planned competitively so that students work beside each other to achieve a goal that only one or a few students can accomplish.

Carter (2001:41), states that collaborative learning refers to a set of instructional techniques in which students work in small and mixed ability learning groups.

In addition, Dohron (2002:44) defines collaborative learning as the use of small groups for instructional purposes that require students to work together for their own and each other’s learning. In addition, he adds that, the students in collaborative learning groups must believe that all the group members are equally important in order for the groups to be successful. They must be able to use the suitable small-group skills that are required to work collaboratively.

Micheil (2008:46), explains that collaborative learning as an educational process in which students can work together in groups to master material primarily presented by an instructor and it is also a classroom environment where students interact with one another in small heterogeneous groups while working together on academic tasks.

The idea of Collaborative learning is simple. Class members are organized into small groups after receiving instruction from the faculty member, they then work through the task until all group members successfully understand and complete it. Collaborative efforts end in participants striving for mutual benefit so that all group members gain from each other's efforts. All group members share a common. A student’s performance is mutually caused by his colleagues. Students feeling proud and together celebrate when a group member is accepted for achievement. In collaborative learning situations, there is a positive interdependence among students' goal achievement; students perceive that they can reach their learning goals if and only if the other students in the learning group also reach theirs. A team member's
success depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills, and resources. No one-group member will possess all of the information, skills, or resources required for the presentation.

From the above definitions of collaborative learning can be described as:

i. Chinese proverb:

"Tell me, I'll forget.
Show me, I'll remember.
Involve me, I'll learn."

(Yousef, 2008:2)

ii. Henry Ford saying:

"Coming together is a beginning.
Keeping together is progress.
Working together is success."

(Henry Ford)

iii. collaborative learning is a situation in which two or more people learn or attempt to learn something together and achieve a targeted goal in a friendly way.

A." two or more" means that a pair, small group(3-5members), a class(20-30 students), a community (a few hundreds or thousands of people), a society( several thousands or millions of people) and all university levels.

B. "learn something" may be interpreted as different ways: " follow a course", " study a course material", "perform different activities such as a problem solving", " learn from lifelong work practice".

C. "together" means (to sit in one place to do a task), (face-to-face) or (through internet as computer assisted language learning, CALL), synchronous or asynchronous.
D. "target goal" means an educational objective which the group needs to realize or reach it.

E. "friendly way" means every group is unique and all participants are equal and socialize in their nature to collaborate.

iv. Collaborative learning requires learners to work together in a safe and healthy environment in which participation, socialization, discussion, reflection, motivation and self-development to achieve a group learning goal.

v. Collaborative learning is considered as an umbrella of various instructional approaches joint intellectual effort by students themselves or students and their teachers. Students usually sit in grouping to understand, solve a complex problem, or create something new such as product from sharing information and ideas with each other in a collaborative way.

2.3.5 Characteristics of Collaborative Learning

Collaborative learning is a part of school reform. It concentrates upon the student-centered learning and not lecture-centered learning in college classrooms. It gives emphasis to the learning processes and it is considered to be one of the best types of effective learning. As an instructional approach collaborative learning involves small groups of students promoting peer interaction and cooperation for studying academic subjects (Slavin,1986). Students learn together and help one another instead of learning in competition against each other. They do not have individualistic competitions but instead they have group competitions. As a result, all group members have to support each other and learn from one another in order to have group achievement. This can lessen the stress and pressure of the academic work and enhance students’ confidence and relaxation.
In collaborative learning classes, learners may be given different roles in order to build interdependence within the groups. Group members of different abilities and skills share the same assignment, complete a group product, agree on the group’s answers, and receive a single group grade.

Collaborative learning promotes some high academic skills such as thinking, note-taking, researching and organizing. Moreover, students learn significant social skills that facilitate cooperation. In fact, collaborative learning is suitable for all university students.

Collaborative learning is appropriate for different subjects, such as Language Studies, Geography, Science Studies and Mathematics. The end products type scan be tape recordings, written records, written reports, oral reports, and models. The types of assessment can be whole-class discussion, post task interviews, oral reports and written reports.

Slavin (1989), states that, collaborative learning has been suggested as a solution to many problems in education. Slavin believes that under certain circumstances, the use of cooperative or collaborative learning can help educators accomplish many of their goals. He points out, however, that not all forms of cooperative or collaborative learning are equally effective for all goals. Because achievement is a commonly desired goal, Slavin emphasizes that two conditions must be present if achievement effects are to be produced:

1. A group goal that is essential to the group must be present, and
2. Individual accountability which is required to the success of the group must depend on the individual learning of all group members. If one of these two conditions is not present, the method is less effective in Slavin's opinion.

The above-mentioned definitions bring out the following characteristics of collaborative learning:

1. Collaborative learning provides community and a social life.
2. It is a real life activity.
3. It allows students to interact with each other.
4. Collaborative learning is a cooperative activity.
5. It is a communal work.
6. Collaborative learning is an activity through which solution of a problem is found out by the students themselves.
7. It is a new way of teaching the students to live.
8. It is against the regular routine of old methods.
9. Collaborative learning versus individual work.
10. Collaborative group work is better technique in competition than individuals.
11. It is an effective technique for motivating and involving students.
12. In collaborative learning students feel free because they live in social democratic climate.
13. It encourages critical thinking skills.
14. It is a suitable technique; that allows students to pool their resources and learn from each other.
15. It is a collection interacting persons with influences with each other.
16. In Collaborative learning, the students relate to each other and in the same time, both students and the teacher are on one side.

In addition, the characteristics of group work or collaborative learning as stated by Barbara Millis (1996) are:

1. Students work together on learning activities.
2. Students work together in small groups.
3. Students use collaborative or cooperative behavior to accomplish their common learning activities.
4. Students are interdependent.
5. Students are responsible for their learning.
In Macro Press (1995) these characteristics are listed as:

1. Positive interdependence and performance of all members rather than an individual’s performance.
2. Individual and group accountability.
3. Heterogeneity and mutual respect.
4. Leadership and shared leadership responsibilities.
5. Pro-social behavior/social skills and the academic assignment.
6. Instructor’s role should be student-to-student communication rather than instructor to student.

Moreover, collaborative learning can be characterized as:

1. Shared knowledge among students and their instructors in a collaborative way.
2. Shared authority among students and their instructors by giving ample opportunities that students are responsible of their own learning and helping others to learn.
3. Faculty members are just mediators or facilitators.
4. Students are grouping heterogeneously.

### 2.3.5.1 Placing Students into Collaborative Learning Groups

*Group size* is a significant factor that strongly affects group functioning and group success. Effective groups can be formed of 3 to 5 up to 8. But, large group size causes problems for participation in interaction. Groups can be mixed according to academic performance rather than sex and ethnicity; a group should include students with different abilities and different learning styles in order to contribute to the work. Students rely on each other to achieve their achieved goal. The classroom is an excellent place to develop team-building skills needed in life. There are many ways for the instructor to place his or her students into groups:
2.3.5.2 Instructor Assigned Groups
The instructor can assign students to groups to ensure that the groups are heterogeneous. The real benefit to forming groups in this manner is that instructors can see to it that groups are heterogeneous in terms of academic ability, ethnic background, gender, and any other factors that they feel are important.

2.3.5.3 Randomly Assigned Groups
The instructor can simply have learners number off, placing all the ones in one group, etc.

2.3.5.4 Social Integration Groups
The instructor can ask learners to privately name learners they would like to work with and any they would not like to work with in groups, and use this information to construct groups.

2.3.5.5 Subject-Matter Related Groups
If a group of students are interested in a particular topic, they could be assigned to the same group to research and present the topic to the rest of the class.

2.3.5.6 Geographical Groups
Particularly useful for formal or base groups, this allows participants who live near each other to have a greater ease in meeting.

2.3.5.7 Self-Selected Groups
The instructor can easily ask students to form their own groups – “Find three other students to work with on this task.” This can work well for short-term groups but can be counterproductive if members always finish in the same groupings.
2.4.0 Types of Collaborative Learning Groups

There are three basic types of collaborative or cooperative learning groups:

1. Formal Collaborative Learning Groups.
2. Informal Collaborative Learning Groups.
3. Base Groups

2.4.1 Formal Collaborative Learning Groups

These groups may last from several minutes to several class sessions to complete a specific task or assignment (such as doing a set of complex medical problem solving, completing a unit of work, writing a report, conducting an experiment, or reading and comprehending a story, play, chapter or book). The members are carefully chosen for heterogeneity to maximize learning and minimize ‘group think’.

2.4.2 Informal Collaborative Learning Groups

These groups are temporary, ad hoc groups that last for a few minutes, one discussion or class period. The members are often chosen randomly and will rotate on a regular basis. Their purposes are to focus student attention on the material to be learned, create an expectation set and mood conducive to learning, as well as help organize in advance the material to be covered in a class session. Instructors can ensure that students cognitively process the material being taught and provide closure to an instructional session. They may be used at any time but they are especially useful during a lecture or direct reading. The length of time that most college students can attend to a lecture before they begin to drift away is around 20 to 30 minutes. These groups help break up the lecture into smaller parts and allow students to process the content as they take part in class.

Bookend Process: By breaking up the lecture into several mini-lectures and having students process the material in collaborative learning groups, a lecturer decreases the amount of lecture time, but he or she will enhance what is learned and build relationships among the students in his or her class. When instructors are instructing, they need to remember all the different learning techniques and strategies, and not go
to either extreme and completely eliminate lecture or to give up on collaborative group work.

2.4.3 Base or Home Groups

Base groups are long-term collaborative learning groups with stable membership. Learners are chosen for base groups in a manner that will guarantee a good mix of academic levels in the group. These groups are set up so that members provide support to each other, so that all can succeed academically. For example, they may pick up handouts for each other if one of the group members is absent, and they will coach each other to prepare for individual tests. The use of base groups tends to personalize the classroom, improve attendance and also improve the quality and quantity of learning. If a faculty member has large numbers of students in his classes, he should consider using base groups.

Base groups should be set up so that they can remain together for at least a term or a year. The more students a faculty member has in a class and the more complex the subject matter, the more important it is to have base groups organized. The members should be compatible and supportive.

2.5.0 The Purpose of Collaborative Learning.

Students' learning goals may be designed to promote competitive or individualistic efforts. In contrast to collaborative situations, competitive situations are ones in which students work against each other to achieve a goal that only one or a few can attain. In competition there is a negative interdependence among goal achievements; students recognize that they can achieve their goals if and only if the other students in the class fail to obtain their goals. Normal evaluation of achievement occurs. The result is that either students work hard to be better than their classmates, or they take it easy because they do not think that they have a chance to win. In individualistic learning situations students work alone to achieve goals unrelated to those of classmates and are evaluated on a different standard basis. Students' goal achievements are
independent; students notice that the achievement of their learning goals is unrelated to what other students do. The result is to focus on self-interest and personal success and ignore the successes and failures of others.

Using collaborative learning is very important to improve learning outcomes, especially for the students who have low level of interaction between them and their fellow students. When such interactions occur, an overwhelming majority of students indicate that they find such interactions.

To involve all students, collaborative learning offers an ample opportunity to increase motivation among them and being engaged in active work. Using Collaborative learning gives chances to create a highly social and healthy learning environment; that characterized by taking part and interactivity for both faculty members and their students.

Collaborative learning is considered as a social learning that helps students to gain experience collaboration and develop necessary skills in critical thinking, self-reflection and co-construction of knowledge.

Collaborative learning has social advantages as well as academic. The development of social skills is one of the important elements of collaborative learning. Students are rewarded for their contribution. They are able to see points of others’ view than their own. Such benefits contribute to the overall satisfaction of learning and training. Students work with classmates who have different learning skills, personalities, cultural background and attitudes. These differences force them to deal with conflicts and interact with others. Heterogeneous groups promote student learning. Social interaction improves communication skills that become an important skill to the active member in society.
2.6.0 The Reason behind the Use of 'CL' for Saudi Students

i. Most students in the Kingdom of Saudi Arabia are rather passive or mainly depend on their instructors in the educational process.

ii. Saudi students prefer to follow step-by-step from the faculty members rather than to take role to explore themselves. Therefore, collaborative learning is very important for them to be active learners.

iii. From my observation in teaching English as a foreign language at Jazan University since 2009 till now, that the most students don't concern upon their social interaction or critical thinking in problem-solving. They do not have positive interdependence in the classroom interaction. In other words, there is sense of collaborative learning 'CL' or belonging to a group, that team members need each other to succeed. The students look for the academic performance and only need to pass the exams. Therefore, the Saudi students need a sense of group collaboration, especially, the medical students who needs such kind of 'glue' to share and care ideas and exchange information for long-life term.

2.7.0 The Goals of Collaborative Learning

Goals or objectives mean the outcomes of the educational process. There are general objectives of the state or definite aims of each school or class. For example, faculty members have their own objectives for a particular class. As the class meets together as whole over a period of time, the student group itself develops its own goals. The individuals within each group have definite expectations for the outcome of their experiences in the classroom. For good communication, the lecturer and each class member should concern with both personal goals and sense of group collaboration. Moreover, he must not use his power to force students to accept his goals and he should satisfy their needs and interests by respecting their individual differences in educational environment. If the individual members of the group that feel they are satisfying their own interests- by encouraging open, free and friendly relationships among them- the group will achieve its objectives and realizes the educational process.
There are three goals of using collaborative or cooperative learning stated by Cohen (1994:6):

1. Academic learning.
2. Social-affective learning.
3. Personality development.

2.7.1 Academic Learning

Cohen (1994: 6) asserts that collaborative learning can help students learn academically. On the one hand, they obtain the content of the subject and on the other hand, they build up meta-disciplinary competence. These include forming suggestions, making decisions and finding categories. Besides, collaborative learning encourages students to find solutions for special problems. Therefore, they have to discuss, form ideas and opinions and give feedback, as Cohen (1994:15) points out that discussion within the group progresses oral summarizing, explaining, and elaborating what one knows. Collaborative learning develops the ability to take the perspective of others. In the group setting, one’s thinking is checked by the others and has the advantage of both the input of other people’s thinking and their critical feedback. In this context, solving educational conflicts plays an important role. These conflicts take place when a group is confronted with different assignments, points of view and opinions.

Slavin (1995:429) detects that collaborative learning 'CL' resulted in increased student's achievement. 88% of the pupils having worked with collaborative or cooperative methods proved better results than those who had had been taught with other traditional methods 'TM'.

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2.7.2 Social-Affective Learning

Another benefit of collaborative learning is social-affective learning. Students can learn to support each other, to deal with heterogeneity in a group, to work in a team and to deal with the perspective of others. An additional advantage is that learners are able to learn to listen to each other and particularly, for medical students to solve complex problems together. This can lead to less fear and less stress in a class and can increase the motivation (Slavin, 1995:429).

Severally, the classroom atmosphere can be improved through collaborative learning. As shown, collaborative learning encourages mutual respect and learning among students with variable talents and abilities, languages, racial, and ethnic backgrounds.

Also, he reports that cooperative learning is useful in reducing prejudice among students and in meeting the students' academic and social needs at risk for educational failure. Moreover, collaborative group work is a very good opportunity to manage a heterogeneous group (Cohen, 1994: 21-23). Since the faculty member no longer has to make a distinction between high and low achieving students, this can allow them to support and help each other collectively in the group.
2.7.3 Personality Development
Collaborative learning can also be highly motivating for the students since it can reinforce the confidence in their own abilities. If students realize that their contributions are accepted in a group and even necessary and useful for their group aim, their self-esteem might rise. The faculty member will prepare the students for their role as citizens in the adult world, if he or she gives the students ample opportunity and more authority to make their own decisions, as Cohen (1994: 19) points out that Collaborative Learning in the EFL Classroom will have more sense of control of the students’ own environment, and they will learn how to be active citizens in their life.

2.8.0 The Problems of Collaborative Learning
The collaborative learning process is valuable to the extent that the class collaboratively generates new ideas information to most or all students on this shared environment. However, there are common obstacles to achieving the previous goals (O'Donnell & O'Kelly, 1994; Salomon & Globerson, 1989).

1. Students in groups may waste time in off-task behavior.
2. Students in collaborative groups may engage in social loafing, in which some of the students in a group do little or none of the work, relying instead on others to do the work for them.
3. Unequal interactions can occur, in which some students talk most of the time, and/or some students participate very little or not at all.
4. Negative interactions among students can occur (e.g., criticism, ridicule, or conflict).
5. There may be no interactions at all; although the teacher intends for the students to work together, they may instead work independently.
6. Even if there are interactions, the interactions may be of low quality; students may not engage in the kinds of talk that can drive learning forward.
7. There is the problem of social status differences, in which group work can exacerbate existing status differences among students (e.g., students viewing others as more or less intelligent) (Cohen, 1994).
2.9.0 Collaborative Learning Methods, Strategies and Activities

These are the common varieties (methods and strategies) of collaborative learning built in-classroom and out-classroom time. All various approaches cover group work that can go through college classroom discussion in a period of time; in short term or in a whole term; in an academic year or years of collaborative. The processes and goals of collaborative learning are also varied. Some faculty members design small group work through steps. Others use more agenda to develop out their students' interests or questions. In collaborative settings, students are to do the task or a product together. In others; not to create a product but rather to participate in the process, by involving in an exercise of other's work, effectively engaging, analyzing and making meaning in it.

2.9.1 Meaning of Activity.

Learning activities mean the things students do in their lessons and units or chapters.

1. An activity is used to enhance the teaching process.
2. It helps the learner to acquire new educational concepts.
3. It is an open-ended question.
4. In doing it, the learner usually acquires social skills.
5. It is usually done individually, pair work, and group work.
6. It is not directly connected with the lesson objectives
7. It is high order skills; read, think and analyze.
8. Apply the principles to new situations.
9. There are inferences.

2.9.2 According to Olsen and Kagan (1992:88) the following examples of collaborative learning activities are:

1. Three-step interview.
2. Roundtable.
3. Think-Pair-Share.
2.9.2.1 Three-step Interview

In this strategy, students should sit in pairs and interviews each other. One is an interviewer and his or her partner is interviewee and vice versa. Students reverse their roles and each shares with team member what was learned during the two interviews.

2.9.2.2 Roundtable

There is one piece of paper and one pen for each team.

1. One student makes a contribution about a certain topic.
2. Then, he passes the paper and the pen to the partner on his or her right.
3. Each student makes contributions in turn. If done orally, the activity is called Round Robin.

2.9.2.3 Think-Pair-Solve: Regarding this structure,

1. A Lecturer poses a problem.
2. Students work out solution individually.
3. Students explain how they solve the problem in interview or round Robin structures.

2.9.2.4 Think-Pair-Share

1. A Lecturer poses a question.
2. Students think of a response.
3. Students discuss their responses with a partner.
4. Students share their partner's response with the class.

Example a lecturer asks students to share information for few minutes and ask them to answer such questions:
Tick ( √ ) the correct answer and ( × ) the false one:

1. Laparotomy means incision or cutting into the bone. ( )
2. Neurology is the study of kidney. ( )
3. The prefix retro means behind. ( )
4. Cerebrum is the smallest part of the brain. ( )
5. Thrombosis is abnormal condition of blood clotting. ( )

2.9.2.5 Numbered Heads

This technique is effective. It encourages individual accountability of group members. The procedures of using collaborative numbered heads are that e.g., a dice, cards or an instructor selects his or her participants randomly. The group reporter should summarize what given to each group. Here are some steps.

1. Students numbered off in teams.
2. A lecturer asks a high-consensus question.
3. Group members put their heads together and make sure that everyone knows and can find the answer.
4. A lecturer calls a number and students with that number raise their hands to be called on.

2.9.3 Cooperative Learning

Cooperative learning represents most structured end of collaborative. It is defined as "The instructional use of small groups that the students work together to maximize their own and each other's learning." (Johnson et al 1990). Cooperative learning is based on social interdependence theories. These theories and associated research explore the structured of social interdependence on individual interaction in certain given situation in which affects outcomes of that interaction. Moreover, it increases the student's achievement, psychological adjustment, self-esteem and social skills.

In cooperative learning, the development of interpersonal skills is as important as learning itself. When students sit in small group--work and cooperate effectively in to achieve the group goal, they develop their social skills in such process and this is considered as a key of high quality of group work or collaborative learning. Many
cooperative learning tasks are out to students with both academic objectives and social skills objectives. different strategies involve students by assigning their roles in small groups (leader, co-leader, reporter, recorder, participant encounter, time-keeper, speaker..etc) so as to enable students to practice different teamwork skills.

2.9.4 Jigsaw (1)

This collaborative learning method was developed by Aronson and his colleagues (The Jigsaw Classroom, 1978). (There are now two additional versions: Jigsaw II and Jigsaw III). In Aronson's method, each student in a five-member group is given information that includes only one part of the lesson. Each student in the group has a different piece of information. All students need to know all information to be successful. Students leave their original group and form an "expert group", in which all persons with the same piece of information get together, study it, and decide how best to teach it to their peers in the original group. After this is accomplished, students return to their original groups, and each teaches his/her portion of the lesson to the others in the group. Students work cooperatively in two different groups, their group and the expert group. Grades are based on individual examination performance. This method ensures active individual participation and group collaboration by ranging tasks. The professor provides each student with unique materials and he or she has a role to play. There is no specific reward for achievement or for the use of collaborative skills.

2.9.5 Jigsaw (II)

This technique was developed by Robert Slavin in 1983. In it, competition occurs between learning teams who compete for specific group rewards, which are based on individual performance. Points are earned for the team by each student improving his/her performance relative to his or her performance on previous quizzes. Also, all students read a common narrative and then each is assigned a topic upon which to become an expert. This version saves the professor from having to prepare different sets of reading materials.
2.9.6 Jigsaw (III)

This method, developed by Spencer Kagan, is for use in bilingual classrooms. Collaborative groups consist of one English speaker, one non-English speaker, and one bilingual student. All materials are bilingual. The three versions of Jigsaws, I, II and III are differentiated but determined input-evaluation and synthesis of facts and opinion from the group members during collaborative activities:

1. Each group member receives a different piece of the information.
2. Students regroup in topic groups- expert groups- composed of people with the same piece of master the material and prepare to teach it.
3. Students return to Jigsaw groups so as to share their information with each other.
4. Students synthesize the information through discussion.
5. Each student produces an assignment of part of a group project, or takes a test , to demonstrate synthesis of all information presented by all group members.
6. Jigsaw method requires team building activities to be organized such as long term-group involvement.
7. This method is very useful for both heterogeneous and homogeneous grouping in term of English language proficiency.

8. Information gap-activities in language teaching are jigsaw activities in the form of pair work. Group members have missing information to be supplied during collaborative interaction with each other.

Johnson et al (1994:197)

2.9.7 Problem-Centered Instruction in Medical Education

Problem-centered instruction has emerged recently in the field of medical education. It began in England and spread to Canada and USA. Abercrombie's research in England in 1950s as a case for discussing approaches of teaching. Its finding that when people working in teams, they made more valid judgments than working in individuals. This study has a great influence on collaborative learning in medical education in England,
McMaster University which is considered was one of the early leaders in problem-centered medical education in Canada and Western reverse University and University of New Mexico in USA (Abercrombie, 1961, 1970), (Brows and Tamblyn 1980).

2.9.8 Dramatization

According to Aggarwal (1996:111), “Drama has its great social value. It is a cooperative enterprise and develops qualities of cooperation social understanding.” Moreover, drama plays a great role for the learners to practice social skills by putting the events or characters into real life situations. Therefore, the teacher should give more opportunities to see students with well-developed social skills model those skills. As John Vitto (2003:81) states, “The teacher is often in a unique position to integrate the social skills being taught into real situations that occur in the classroom or on the playground.”

Each group should choose a historical event, for example: Prophet Mohammad (Peace be upon Him) and his fellows when they entered Makkah. King Abdul Aziz when he regained Riyadh, Nelson Mandela as an international famous person, King Abdullah Bin Abdul Aziz, President Al-Basheer, Bin Siena as medical character, etc.

Task (1)

For example: if the students choose King Abdul Aziz, the lecturer can show a picture of King Abdul Aziz and ask some questions:

a. Whose picture is this?
b. What is first\ second name?
c. When was he born?
d. Where was he born?
e. What happened in 1932?
f. How long has he been the ruler in Riyadh?
g. What is his title? …etc. Then the groups begin the discussion of the character in details.
The students analyze the social traits of these historical figures or character traits within a story which is considered one way to draw attention to social skills. The students should be encouraged to choose or write their own play. The members of each group should be given chances to play different roles in such activity.

2.9.9 Role-Play

Role-playing is a technique that gives all students opportunities to practice the skill in a pretend scenario. As Vitto (2003:82, 83) states,

"Role play allows the students to practice the skills by acting out role or presenting. Role play items empathy ...it gives the students the opportunity to practice the social skill as opposed to just hearing someone else tell them they should act."

Role-playing is an effective experienced-based strategy that motivates students. For example, Hootstein (1995) in Brophy (1998:152) interviewed eight-grade teachers about the strategies they used to motivate students to learn US history. Role-playing historical characters was the strategy mentioned by 83% of the teachers.

Figure (2:2) Teachers who use Role-playing Historical Character
The role-playing provides the students opportunities to use the language directly and purposefully in a natural way. The students can have their own personalities with the role they are playing. This is well-expressed, when Schmuck and Schmuck (1971:63) state that, “Role playing is a technique that takes interpersonal attraction out of hidden areas and places it in an overt and public situation for analysis and understanding.”

Tahir (2000:124) sets three criteria for role playing, the teacher has three elements:

1. What the characters want,
2. Who they are, and
3. Their mood or attitude at the time.

The faculty member may do this activity by using play cards: Each student chooses his or her role and writes his or her name on a card, then the faculty member chooses a ‘reporter’ of each group to ask questions like these: ‘What did the instructor do?’, ‘How did the students behave?’, ‘What language we practice?’, ‘Which situations are exploited?’ etc.

The faculty member uses these steps in role-playing techniques:

1. Selecting the problem.
2. Warming up by using cards, pictures or a site.
4. Describing each participant role and explaining the audience roles.
5. Demonstrating how to perform the skill.
6. Analysis and discussion.
7. Give supportive and constructive feedback about specific aspects of role play or practice and areas need improvement.
Role-play requires not only language, but imagination and sometimes some ‘acting’. Students enjoy acting and become really involved in role play which executed. They interest in a role play that can be based in different situations or between different characters in -a story or reading passage- group work activity.

2.9.10 Discussion
Aggarwal (1996:107) defines it as a thoughtful consideration of the relationships involved in a topic or problem under study. It is concerned with the analysis, comparison, evaluation and conclusions of these relationships. Discussion may be formal or informal. It used for different purposes such as: for planning new medical work, making decision about any medical case or problem, concerning future work, sharing information, classifying ideas inspiring interest and for evaluating progress.

2.9.10.1 Essential Parts of Discussion
1. The leader – the faculty.
2. The group members.
3. The problem or the topic.
4. The content: body of the knowledge.
5. Evaluation: change in ideas, attitudes, socials, emotions etc.

Discussion affords opportunities for the students to learn together make suggestions, share responsibility, comprehend the topic, and evaluate the findings and to summarize results. It is a communicative language activity in which all students are involved a collaborative way. Discussion in small groups train shy students to face their hesitation which is removed while they take part in bigger groups.
In the table below, there is an example of small group discussion Activity

\textit{Table (2:1) Small Group Discussion Activity}

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Time</th>
<th>Instructor Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To encourage discussion and clarification of ideas</td>
<td>15 minutes</td>
<td>Pose question or outline situation Guide Activity</td>
<td>Exchange ideas and explain the certain topic (i.e., Digestive system diseases)</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>Monitor the collaborative work</td>
<td>Explain and discuss ideas of a topic Describe group process</td>
</tr>
</tbody>
</table>

The purpose is to encourage discussion and clarification of participants ideas. Organizer is to connect to the topic Objective is that to exchange ideas and explain any complex medical topic on his or her own words.

Time Allotted: about 25 minutes

Techniques: Information, personal experience. Monitor and encourage students and the exchange of ideas.

Process: group of three or four members: exchange ideas of the following exchange ideas of the following statement, presentation or reading comprehension

Group Process Everyone in the group can explain the ideas and context that the group produced.

Accountability: A student has to explain his or her ideas within appropriate context.

In conducting small-group activity, the following principles may be taken into consideration:

1. The faculty member should know the abilities and interests of each student in the class so as he can organize homogeneous groups.
2. Maximum student participation should be sought; he or she should explain the activity and the problem to be solved.

3. Every student should be given the chance to express his or her thoughts.

4. He or she should not let individuals dominate the discussion.

5. He or she should not correct the students’ mistakes during the activity, so as to use the language freely.

6. The direction of the discussion should be kept under control.

7. At the end of the activity, the faculty member asks the group reporter or summarizer to brief their task or a product. The faculty member makes final comments, summaries, or gives correct responses if required.

2.9.11 Using Flash Cards

Flash Card is an effective learning collaborative activity that increase students' motivation, attention, memorization and satisfy their interests. The table below shows flash cards using in collaborative learning activity:

*Table (2:2) Flash Cards Activity Use*

<table>
<thead>
<tr>
<th>Flash Cards Purpose</th>
<th>Time</th>
<th>Instructor Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn rote materials in a supportive climate</td>
<td>20 minutes</td>
<td>Provide Terminology and definitions Guide Activity</td>
<td>Memorizing Medical Terms</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>Set situation collaboratively</td>
<td>Use Terminology appropriately. Describe group process</td>
</tr>
</tbody>
</table>

Adopted from Alice (2007) *Cooperative Learning Group Activities for College Courses (US)*

**Organizer:** Medical Terms in Latin language must be used naturally for future doctors.
Objectives: Memorizing and using appropriate medical terminology in C.L.

Time: about half an hour is enough to complete the targeted task.

Strategies: Cards, felt pens. Monitor and encourage participation and exchange ideas

Process: Working in pairs and then in groups of five.

An instructor uses them with each other to rehearse material. He or she can use terms from the previous lesson e.g., adenocarcinoma, respiratory, pulmonary, enterogastrology..etc.

Group Success: Both students in pairs can identify the terminology and then share their ideas and information with their peers.

Accountability: group members use the medical term in appropriate ways and contexts.

Task Ending: A faculty member can ask some questions for each group or may be written on the board e.g., What were the easiest medical terminology to you learnt? What were the difficulty terms for you? How can we differentiate between each two terms?...etc.

2.9.12 Dialogues
This is a very important communicative activity in which the students either can read a prepared brief dialogue two (group-leader and his secretary) or more members of each group, or listen to its record version. In small groups, the students understand dialogues, absorb and reproduce what they contain.

For using a record dialogue, the faculty member should follow these steps:

1. Play the tape several times.
2. Let the individuals repeat it.
3. The students who have to play the role should repeat for many times.
4. Give out the script and get each group to act out. He or she should go round monitoring the realistic playing.
5. Take the script away and get the group members say what they want.
6. It is a helpful to use audio-visual aids in developing chain stories.

2.9.13 A Case Study Developing

Cases studies have been adopted for teaching and learning in the professions, particularly in the fields of business, law and education and they are now used in different areas (Christensen and Hanson 1987). A case is a story or narrative of real life situation that sets up a problem or unresolved tension for the students to analyze and resolve. A case study is a collaborative learning activity or small seminar discussion in class as shown in the following table.

Table (2:3) Case Study Activity Developing

<table>
<thead>
<tr>
<th>Flash Cards Purpose</th>
<th>Time</th>
<th>Instructor Activities</th>
<th>Student Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To use a case study from suitable context for analysis, synthesis and evaluation</td>
<td>20 minutes</td>
<td>Present process information Guide Activity</td>
<td>Write a case Study outline from his or her personal experience on the given case...</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>Debrief collaborative activity</td>
<td>Hand in case study outline. Revise as necessary. Identify ways that collaboration affect the product</td>
</tr>
</tbody>
</table>

Adopted from Alice (2007) *Cooperative Learning Group Activities for College Courses (US)*

**Organizer:** Case studies increase the students' understanding of female reproductive systems and aid to develop collaborative strategies for medical students.
Objectives: Write out and utilize the case study on female reproductive cancerous case from your experience.

Time: about half an hour


Process: Individuals write out the complex problematic situation that have encounter dealing with such case study. Expand on the situation to develop and analyze the female reproductive cancerous case. Students should write full information about such case in available time.

Group Success: group members receive comments and questions from each other can identify the terminology and then share their ideas and information with their peers.

Accountability: group members share ideas and information with other groups in general so as to solve the problem.

Ending the Task: A faculty member can ask some questions for each group or may be written on the board e.g., How easy and difficult to write about female reproductive cancer?? What questions remain? What questions you want to add? What are symptoms, diagnosis of cancer? What are laboratories needed for? Treatment? ...etc.

2.9.14 Writing Groups

This method focuses on teaching of writing particularly for undergraduate collaborative learning. It is called (Peer response groups, class criticism or helping circles). Students are involved in small group working. They start composing groups, formulating ideas, clarifying their positions, testing an argument then committing to paper. The group members share their ideas out loud or listening to each other 'sound like'. They exchange their writing drafts of papers and get oral or written feedback. Through collaborative challenging process, peers make suggestions for improvement.
2.9.15 Learning Communities

They are delivery system and a facilitating strategy for practice of collaborative learning. Learning community curriculum structures vary from campus to campus. It suits Jazan University, because it has many campuses in distant places in the region. Learning communities provide intellectual coherence for students by linking classes together and building relationships between teaching skills in context. These communities enroll students in large block of course work with intellectual interaction between faculty members and their students.

All group tasks were mentioned, should be carried out cooperatively in collaborative work to motivate students. These activities depend on the nature of the activities themselves and on how the teacher presents them.

2.10 Higher Education in Saudi Arabia

The Kingdom of Saudi Arabia is social welfare country in the Arab World. Saudi Arabia follows the international idea of UNESCO towards education as similarly an earlier OSCD (2006:7) report is clear about the benefits of educational attainment to learners and nations:

"A well educated and well-trained population is important for the social and economic well being of countries and individuals. Education plays a key role in providing with the knowledge, skills and competencies to participate effectively in society and economy. Education also contributes to an expansion of scientific and cultural knowledge. The level of educational attainment of the population is a commonly used proxy for the stock of "human capital', that use the skills available in the population."

Therefore, education is free and there is no tuition fee in governmental universities. The students are given financial aids monthly, as the matter of motivation to join universities and high institutes. The system of education in Saudi Arabia is similar to the educational system of the United States. But the Saudi people have their own culture according to Islamic systems, traditions and customs. All Saudi universities follow the Islamic calendar’ Hijri’.
In 1975 the Ministry of Higher Education was separated from the Ministry of Education. The ministry of higher deals with higher education only with certain responsibilities:

1. Preparing and establishing the higher educational institutions and universities then authorizing them to offer special programs in accordance with Saudis’ needs.
2. Raising the level of communication and coordination between higher institutes and universities with governmental ministries and agencies in terms of their interests and needs in higher education.
3. Creating and administering universities and colleges in the Kingdom of Saudi Arabia.
4. Representing the government abroad in all educational and cultural affairs all over the world.

The Higher Education Council is considered as the supreme authority for supervising, directing, developing and coordinating its universities and higher institutions. Also, it approves the different degrees and scientific departments.

The Higher Education in the Kingdom of Saudi Arabia has a tremendous growth over the last decade. There are 52 universities and colleges in the country funded by government and private sectors. They include:

25 Public Universities.
18 Primary Teacher’s Colleges for men
80 Primary Colleges for women
(both colleges for men and women are changed to faculty of education and arts).
37 Colleges and Institutes for health.
33 Private Universities and Colleges.
**Table (2:4) Public Universities in KSA**

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<th>Website</th>
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<td>1974</td>
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<td><a href="http://www.kfu.edu.sa">www.kfu.edu.sa</a></td>
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Table (2:5) Non-Governmental Universities in KSA

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<tr>
<td>5  Dar Al Uloom University</td>
<td><a href="http://www.dau.edu.sa">www.dau.edu.sa</a></td>
<td>2005</td>
<td>Riyadh</td>
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<td>6  Prince Mohammad University</td>
<td><a href="http://www.pmu.edu.sa">www.pmu.edu.sa</a></td>
<td>2006</td>
<td>Khobar</td>
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<td>7  Alfaisal University</td>
<td><a href="http://www.alfaisal.edu">www.alfaisal.edu</a></td>
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<td>8  King Abdullah University of Science and Technology</td>
<td><a href="http://www.kaust.edu.sa">www.kaust.edu.sa</a></td>
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<td>9  Sulaiman Al Rajhi University</td>
<td><a href="http://www.sr.edu.sa/en">www.sr.edu.sa/en</a></td>
<td>2010</td>
<td>Bakireya</td>
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Site: (http://www.mohe.gov.sa/en/studyinside/aboutKSA/Pages/default.asp
Journal of Higher Education Theory and Practice vol. 11(4) 2011 91 References: ContentCourtesy of Saudi Arabian Cultural Mission To The USA)

2.11 Jazan University

Jazan University is one of those universities which were established to face rapid increasing of students numbers who enter higher education every year. It is like other public universities that funded by the government to offer graduate studies programs which leads to bachelor's, master's and doctoral degrees in some fields.

Jazan University is located in Jazan region in the southern-west of Saudi Arabia. It serves more than 35,000 students in majors including medicine, dental, pharmacology, allied medical sciences, health sciences, engineering, sciences, education and arts, computer science, administrative sciences, business administration and IT. Jazan
University was a branch of King Abdul Aziz University but, it became an independent university in 2006. There are 40 colleges and centers distributed inside Jazan city and other 11 campuses far from Jazan, Farasan, Darb, Beni Malik, Sabya and Alardah.

English Language Center 'ELC' is an academic center which concerns hiring English faculty members and continues training them during the academic year, coordinating with different colleges and establishments, besides administrative responsibilities. It trains and evaluates instructors annually, in order to be more active, enthusiastic, effective and participative with students and colleagues inside and outside the college. The expert instructor should be responsible, punctual, with collaborative abilities to work together with his or her students and others.

The following table shows the instructor's evaluation standards. An instructor's level is categorized as "Satisfactory" if he earned between 200 and 269 points provided that he does not score an "F" in Academic Performance. An instructor's level is categorized as "Unsatisfactory" if he scores less than 200 points.

The table below contains 13 items of different criteria set by Majid Gharawy the head of English Language Centre (ELC) at Jazan University. These items are: the academic performance, productive participation inside the department, the instructor's attendance and punctuality, the participation inside and outside the college, responsibilities, his or her ability to work with colleagues and administrative members and instructor's good relationships with his or her students and supporting extra-curricular activities.
<table>
<thead>
<tr>
<th>SN</th>
<th>ITEM</th>
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<tbody>
<tr>
<td>1</td>
<td>الأداء الأكاديمي (Academic Performance)</td>
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<tr>
<td>2</td>
<td>المشاركة الإيجابية في تطوير القسم (Productive Participation in Developing The department)</td>
</tr>
<tr>
<td>3</td>
<td>المواظبة (Regularity of Attendance)</td>
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<tr>
<td>4</td>
<td>المشاركة الإيجابية داخل الكلية (Productive Participation within the college)</td>
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<tr>
<td>5</td>
<td>المشاركة الإيجابية خارج الكلية (Productive Participation outside the college)</td>
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<td>6</td>
<td>الوقت المستنفد داخل الكلية (Time spent at the college)</td>
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<td>7</td>
<td>درجة تجاوبه وحماسه للمهام الموكلة إليه (Enthusiasm and commitment towards assigned tasks)</td>
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<td>8</td>
<td>قدرته على تحمل المسؤولية (Ability to shoulder responsibility)</td>
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<td>9</td>
<td>درجة تعاونه مع الطلاب (Ability to work together with students)</td>
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<td>10</td>
<td>درجة تعاونه مع الآخرين (Ability to work together with colleagues)</td>
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<td>11</td>
<td>نسبة شكاوى الطلاب منه (Number of student complaints)</td>
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<tr>
<td>12</td>
<td>نسبة شكاوى الآخرين منه (Number of colleague complaints)</td>
</tr>
<tr>
<td>13</td>
<td>درجة حماسه وتشجيعه للنشاط الطلابي (Enthusiasm and support of student extra-curricular activities)</td>
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</table>

*Majid Gharawy (2011) Head of English Language Centre (ELC)*
Jazan University has many problems including very centralized at the top and no sense of independent thinking, innovation among students and faculty members. The university rely on expatriate faculty with low package. Therefore, qualified faculty don't stay longer, because the university is less paid comparing to other Saudi universities and there is no excellent education for their children in the province. e.g., No distinguished private schools and even an expatriate's son wants to study medicine is not allowed for foreigners. Faculty complain about shortage of resources for professional development. Large class size, inadequate facilities in some colleges, even the classes are well-equipped ruined by unprepared and weak students who come from secondary schools. They complain about low administrative capacity and lack of training and sometimes there are lectures of training from ELC almost without reward or certificates. English as a teaching medium creates learning barriers for students with English, because they are unprepared and low achievers from high school. The students complain about lecture-centered learning style, and lack of connection between their future opportunities and courses they have in their colleges.

All these problems can be solved through academic, social and personal collaborative learning work, particularly the relationships between students, faculty and administrative members.

To attract triangle of educational process, students, faculty and university leaders needed to provide a communicational collaborative learning strategy, particularly, among students to have good outcomes.

Jazan University offers master and doctoral degrees in some fields.

2.12 Ways of Best Practices for Collaborative Learning in Class

There are some methods and strategies for the faculty member to follow using collaborative learning:

1. He or she should establish his or her group goals.
2. Keep groups midsized.
3. Established flexible group norms, i.e., interactivity and negotiation are important in group learning.

4. Build trust and promote open communication successful interpersonal communication must exist in teams. Building trust is essential in collaborative learning. Therefore, open communication is the key of success.

5. For larger tasks, a faculty member should create group roles.

6. Creation of pre-test and post-test when using grouping. It is a good way to assure the collaborative learning if the students are engaged in pre and post-test.

7. It is to consider the learning process itself as a part of assessment.

8. Structure positive goal interdependence.

9. Structure individual accountability for learning so that all group members must contribute.

10. Explain criteria for success.

11. Structure inters group cooperation.

12. Specify desired behaviors.

13. Monitor students' behavior continually for problems with the task or with collaborative efforts;

14. Provide closure to lesson with summaries by students and professor;

15. Intervene to teach collaborative skills, if necessary.

16. Continual assessment of the educational process.

17. Assess group functioning through ongoing observation during lessons and discussion of group process after the lesson or unit is completed (Johnson. 1984).

2.13.0 Factors of Collaborative Learning

Collaborative Learning is likely to be more fruitful than competitive and individualistic efforts only under factors. There are five components:

1. Positive interdependence.

2. Promotive interaction (face-to-face).
3. Individual accountability and personal responsibility that is to achieve the group’s goals.
4. Interpersonal and small-group skills.
5. Group processing.

Systematically arranging those basic components (positive interdependence, face-to-face promotive interaction, individual and group accountability, interpersonal and small group skills, and group processing) into group learning situations helps ensure collaborative efforts and enables the well-organized implementation of collaborative learning for long-term success.

2.13.1 Positive Interdependence

It is the first and the most important component in constructing collaborative learning. It means that team members need each other to succeed. If group members recognize that they are linked with each other in a way that one cannot succeed unless everyone succeeds then Positive interdependence is successfully designed. Therefore, group goals and group tasks, should be planned and communicated to students in ways that make them believe they are all in one boat, if it sinks, they’ll all drown. There are many forms of positive interdependence to make social collaborative learning:

2.13.1.1 Learning Goal Interdependence

It ensures if all group members share ideas together to set a certain group goal and they understand it well, they can explain it to another group.

2.13.1.2 Reward Interdependence

Reward interdependence which is very important for the collaborative group members to build a form of shared grades besides individual scores on exams.
2.13.1.3 Resource Interdependence

It means every group member has his own resources needed for a group as whole to achieve a task or solve a complex problem. This kind of resource interdependence can be managed by distributing resources to different individual learners in the group.

2.13.1.4 Role Interdependence

When specific roles are assigned to group members such as the leader, co-leader, timer, reporter or recorder. These roles should be rotated from time to time during collaborative learning activities so as to give all team members experience.

2.13.1.5 Product Goal Interdependence

When the students in collaboration reach the answer or solve the medical problem.

2.13.1.6 Task Interdependence

It happens when one group member should complete his or her task first, and then the next task can be completed. For instance, collecting information about the cardiovascular system parts and functions might be assigned to two group members while researches on how is the main part “heart” do? Heart diseases and its treatment information collected by two other group members.

When positive interdependence is solidly structured, it emphasizes that:

(a) Each group member’s efforts are needed and necessary for group success.

(b) Each group member has a unique contribution to make to the common effort because of his or her task responsibilities, role and resources. By doing so, it creates a commitment to the success of group members that means teaming in one boat, "sense of sink or swim together.” If there is no positive interdependence, there is no collaboration.
2.13.2 Face-to-Face Interaction

When students sit together in face-to-face, they interact easily to each other and directly in collaborative learning which is considered as the second component of Collaborative learning. Students need to do real work together in real life situation, in which they promote each other's success by sharing resources and also helping, encouraging, supporting and showing appreciation to each other's efforts to achieve. There are important cognitive activities and social dynamics that can only occur when students promote each other’s learning. This includes orally explaining how to solve problems, teaching one's knowledge to others, discussing concepts that being learned, checking for understanding and connecting present with previous learning. Each of those activities can be organized into group task directions and procedures. Doing so helps make sure that cooperative learning groups are both a personal support system and an academic support method. It is through promoting each other's learning face-to-face that members become personally related to one another because they are socialize by their nature and need each other to achieve their mutual goals.

2.13.3 Individual and Group Accountability

The third basic element of collaborative learning is individual and group accountability. It means that each of group member has a specific role to play with his team and he or she has to contribute and learn. There are two levels of accountability that should be structured into collaborative lessons. The first level accountability is that each member must be responsible for contributing his or her share of the work and the second level accountability is that the group must be responsible for achieving its goals. Individual accountability exists when the performance of each individual is evaluated and the outcomes are given back to the group and to the individual in order to decide who needs more encouragement, help and support in learning. The purpose of collaborative learning groups is to make each member a stronger individual in his or her right. Students learn together so that they consequently can gain greater individual competency.
When evaluating groups, it is also possible to evaluate each individual student. Faculty members may observe each group member, give random individual oral examinations, give each student an individual test, and assign each student a series of one-minute. Faculty members also can make each student present their group’s report in front of a few classmates, have students teach what they learned to someone else and can give each student a problem that can be solved only by applying the knowledge and skills it took to complete the project.

2.13.4 Social Skills or Interpersonal Skills

The fourth component of collaborative learning is social skills or interpersonal skills. Competitive or individualistic learning is naturally less complex than collaborative learning because students have to engage, all together, in teamwork and in task work (learning academic subject matter). Social skills for effective collaborative task do not magically appear when collaborative lessons are employed. Instead, social skills must be taught to students just as exactly as academic skills. Social skills like decision-making, leadership, trust-building, communication, and conflict-management skills allow students to manage both teamwork and task work successfully. Therefore, since collaboration and conflict are naturally related, the skills and procedures for managing conflicts practically are important for the long-term success of learning groups.

2.13.5 Group Processing

Group processing is the last component of collaborative learning. It means that the continual assessing how effectively students are working with one another in their groups. Group processing exists when group members discuss how well they are achieving their goals and maintaining effective working relationships. Groups need to describe what member activities are helpful and what are unhelpful and make decisions about what behaviors to continue or change. Continuous improvement of the processes of learning results from the careful analysis of how members are working together and deciding how group effectiveness can be improved.
2.13.6 Group Interaction

Students are very active and happy when interact actively with one another by discussing or talking about something in collaborative, coordinating and cooperating healthy environment in which students interact to each other and to their lecturer. There are four stages when student to student interaction occurs:

2.13.6.1 Communication

It occurs with students' ‘talking,’ discussing' something or project.

2.13.6.2 Collaboration

People sharing ideas and working together (occasionally sharing resources) in a loose environment.

2.13.6.3 Cooperation

People do things together, but each with his or her own purpose.

2.13.6.4 Community

People striving for a common purpose

2.14.0 Social Forces of Collaborative Learning

Psychologists and teacher educators try to bridge the gap educational psychological theory- which emphasis on the individual students- and educational practice which focuses on the interaction between the instructor and a group of students.

It views that the classroom as a complex social system in which the behavior of the instructor and each students is affected by many dynamic social forces or characteristics. There forces include friendships, communication patterns, power and influence; leadership style, peer group norms, cohesiveness, goals, and even the physical environment. These properties illustrated in (Schmuck and Schmuck (1971:18), Clark and Starr (1976:35), (Smith and Luster man (1979: 209)).
The main characteristics can create a positive social environment are:

1. **Positive Classroom Environment.**
2. Leadership.
4. Attraction.
5. Communication.
6. Cohesiveness.
7. Goals.

### 2.14.1 Positive Classroom Environment

Schmuck and Schmuck (1971:18) defined the positive classroom atmosphere is one in which each student shares and cares with his classmate; in feeling emotions and open communication. Students help and support each other to achieve their goals.

"The positive classroom climate is one in which the students share high amounts of potential influence—both with one another and with the teacher; where high levels of attractions exist for the group as a whole and between classmates; where norms are supportive for getting academic work done, as well as for maximizing individual differences; where communication is open and featured by dialogue; and where the process of working and developing together as a group are considered relevant in themselves for study."

The positive classroom climate is very necessary to maximize the educational process in school. In positive climate, "Pupils know and accept each other and are accepted by the teacher” (Clark and Starr, 1976:34).

In healthy classroom, students work together, help each other and they know well their responsibilities and goals and they play their roles. The positive climate makes sense of belonging and security among members as Clark and Starr, (1976:34) state that, "Pupils develop the feeling of personal worth, belonging and security that support learning.”
In the same concept, Vitto et al (2003:45) explain that, the positive climate is very important to manage the classroom and increase the academic learning by preventing misbehavior. “A positive classroom climate is critical to any discipline or management program in increasing academic learning and preventing behavior problems before they disrupt the learning environment.”

A positive classroom climate is one which, the class functions as a learning community that features collaborative norms and expectations. The students work in groups and cooperate in a democratic and a friendly way. They help each and share their thinking, emotions and feelings with their peers.

Faculty members can create a positive classroom climate by ensuring emotional safety, by using strategies that put the teacher and student on the same side, and by using encouraging praise. (Vitto2003:55). Any teacher of a foreign language; should do all his efforts to develop a good relationships with his students. He should involve all of them by making democratic atmosphere and friendly climate.

To make appositive climate the teacher should differentiate between the two kinds of classroom climates:

1. Traditional classroom in which the lecturer uses old techniques and based on lecturer-centered and related to behaviorism. The lecturer thundering information as if from a funnel and control all educational process in an autocratic way.

2. The modern classroom in which a healthy learning environment creating through collaborative activities and students are responsible for their learning and helping others to learn. The lecturer gives ample opportunities to his students to collaborate in a social way, choose their leader and other group members by themselves. They rotate their roles and responsibilities when they coordinate and relate to each other to do the task or product and achieve their learning goal.
2.14.2 Leadership

Leadership is a process of different functions performed by the group members to achieve the group goals. It consists of leadership skills and interpersonal relationships when the leader deals with his friends he liked and be liked and he has strong feelings among pupils.

Leadership is consists of actions or functions that performed the group members, who are, the teacher and the students.

2.14.2.1 Stages, Requirements of Grouping

There are four stages of collaborative teams

2.14.2.2 Forming

It is very important for both instructors and students to organize their task in a proper way by giving information about it. There should be an orientation for group members and guidelines to be followed. Each group member should know his role and abilities of contribution to tasks.

2.14.2.3 Storming

The individual emotional responses differ to the group. Each member is unique and has his or her own different emotions and abilities to share with others. Such differences between members may be expressed in a hostile manner and if he or she wants to be a part of the group and ready to work with these people.

2.14.2.4 Norming

Now communication is opening up and developing. Information is being exchanged and ideas and opinions are shared. This needs a kind of "glue" for the group to work effectively in collaborative activities. The individuals are becoming a group if there is a sense of harmony. A group member must ask himself or herself."What do I have that will help us to do the task and achieve our goals?".
2.14.2.5 Performing
Each group member is focusing on constructive action directed towards successful completion of the task. The interpersonal and task behaviors with shared understandings considered as the main idea. Problem solving will be primarily directed to the work and the product. Macpherson (2007:11)

2.14.2.6 Collaborative Learning is a Team Process
Students rely on each other to achieve their achieved goal. The classroom is an excellent place to develop team-building skills needed in life.

2.14.3 Choosing Groups
Each group consists of members who have different abilities and needs. As Annette Norvelle (Team Learning, 1970) describes that group learning is “a system of grouping which students of varying abilities are placed in groups with a leader and a co-leader who act as assistant teachers and coordinators.”

The group must be chosen accordingly to members’ strength and needs, personalities, and ability to relate to each others. The faculty member ensures that each group has bright, weak and average students. AS McClosky states (1971:128) the size of the group must be four to six in large classes in different abilities, “six in each group with a leader, co-leader, two average, and two low average students.”

2.14.3.1 The Leader
The leader is a member with high abilities guides his group effectively to complete the task. This person is responsible for leading group discussion. They call on individual speakers for the group, and make sure that everyone is included in the discussion. The leader also reports group progress to the instructor.
2.14.3.2 Co-Leader
This person will aid and help the leader when needed if the collaborative group consists of five or six members.

2.14.3.3 Secretary
“Sometimes is called documenter, ascribe, writer ‘or’ note taker” Hussein (2002:61). This member writes down details of the discussion.

2.14.3.4 Time Keeper
He or she keeps the collaborative group on task, and report the time left for finishing the task.

2.14.3.5 Brainstormed
When needed, he or she leads the group in brainstorming sessions as well as recording outlines of the group.

2.14.3.6 Participant or Participants
According to Hussein (2002:62), participants have different names: trainees, target group, group, ideas generators, members and audience.

In this issue, Wallen and Wallen (1978:164) describe the healthy climates when the groups function effectively in class and in society. Groups function effectively only if their members are able to:

1. Participate effectively in decision making.
2. Adjust differences with others in collaborative and peaceful way.
3. Maintain an open-minded attitude.
4. Develop a capacity for trust and solidarity.
5. be willing to accept the leadership of others, and to accept responsibility for leadership themselves.
2.14.4 Way of Choosing the Group Leader

For Schmuck and Schmuck (1971:19), group leaders are chosen for their following requirements:

a) Leadership qualities.
b) Maturity.
c) Ability to relate sympathetically to other groups members. Students can influence other students in many different ways.

The group leader or a captain may be chosen by the teacher according to abilities. The leaders who are conscious and understanding, that who can get along with others and understand the members of their groups who have grave skill or personality.

Moreover, the effective, engaged, cooperative and initiative group leaders in the classrooms are the persons, who succeed in school and in their life.

Vitto et al (2003;10) state:

"Students are actively engaged in class, who cooperate with their peers, who can resolve conflicts, who are motivated to complete their work and who demonstrate initiative and leadership are more likely to succeed in school, and ultimately in life."

2.14.5 Norms

Norms is one of the main characteristics of collaborative group work. They are expectations or behavioral rules that common in the most students. As Clark and Starr (1976:36) define norms that “Are expectations common to most of the pupils in the group”. Schmuck and Schmuck state (1971:22) “Norms are shared expectations of or attitudes toward ideas as to what are appropriate procedures and behaviors in the classroom”
In the same issue, Jay Smith and Lusterman (1979:213) state that norms, “Are behavioral rules that are accepted by the members of a group”. In grouping, the students’ expectations toward one another and their teacher affect the group interactions. To make a positive classroom climate; it means to build a good interpersonal relationships among the members. If the class social climate is to be positive, the group norms should allow for a wide range of behaviors and individual differences: There are two kinds of forces that a group norm arises from:

1. Forces within the individual to reduce conflict in argument.

2. Forces induced by others who wish to influence the person’s behavior.

There are two kinds of norms ‘flexible’ and ‘rigid’. Sometimes norms are flexible which create atmosphere of tolerance, encouragement, good feeling and support. When norms are rigid; cause the atmosphere of restraint, threat and anxiety. Moreover, norms are generally unwritten and unspoken. They may exist in dress, language, hair style, whom one speaks to, whom one speaks about, how much work one should do…etc.

2.14.6 Attraction

It is an attraction when members of a group like each other. Schmuck and Schmuck (1971) suggest that physical appearance and proximity in seating trigger classroom friendship.

To have a good relationship between the faculty member and his students, there should be discussion of common attitudes values and interests deepen these relationships among students and often carry them to beyond the classroom. It is a kind of ‘glue’.

Hostiles and negative feelings among students or between a faculty member and his students usually lead to defensive behavior by everyone. In this case there is no communication or cooperation.
2.14.7 Communication

Communication means to convey one’s message in oral or written form. It is uniquely human; it is dialogue between persons. In other words, communication is an interactive process of negotiating that includes both productive and receptive techniques when students share ideas, presenting reports, solving problems or meeting new students in collaborative task. Communication means both transmitting information and developing social relationships among participants. Ennaji and Sadiqi (1994:66) explain that:

"not simply a means of communication; it does not serve only to transmit information about a topic; but it also a means of making acquaintance, developing relationships with other people and giving information to the listener about our social origin and the sort of personality we have."

Through students both participate in groups and develop as individuals. It has two kinds:

a) verbal communication
b) non-verbal communication

Flanders (1960) says, “The chances are greater than 60 percent that you will hear someone talking if you are present in a classroom”. To facilitate a positive social class atmosphere, communication- both verbal and non-verbal- should be free, open and supportive.

Although there must be plenty of interaction, dialogue and feedback among the faculty members and students, basically the communication pattern should be student-centered. According to Schmuck and Schmuck (1971:91) patterning of classroom communication can be analyzed in three ways:

2.14.7.1 Verbal Communication

Joshua (1965:16) states “Nearly everybody talks, many can read and write and some listen.” Because talking, reading, writing and listening are concern with words they
are called verbal communication, and they make up 70% of all human exchange. Berlo (1960:1) in Grambs et al, (1970:83) ‘Modern Methods in Secondary Education’

There are two verbal communication patterns: one-way communication in which the students only answer the faculty member’s questions they are passive listeners who received information. Two-way communication promotes more active inquiry and listening. It is especially valuable when the learning requires behavior changes. Therefore, the two-way communication is more valuable than one-way communication.

**2.14.7.2 Non-Verbal Communication**

It is called body language through physical gestures, oral gestures and facial expressions. According to Mira (1997: 15) is that, “the non-verbal communication is how we say what we do not say”.

According to John Kay (2002:2) that communication is more non-verbal than verbal. He states that, “research by psychologist Albert Merhobian shows that 55% of our message is communicated bodily, 38% through our tone of voice, and only 7% through the words we use.”

<table>
<thead>
<tr>
<th>Non-Vrbal Communication</th>
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<tr>
<td>Body language</td>
</tr>
<tr>
<td>Voice</td>
</tr>
<tr>
<td>Words we use</td>
</tr>
</tbody>
</table>

*Figure (2:3) Non-verbal Communication in Alber*
In Mira (1997: 16) it is about 80 percent of human communication is nonverbal.

For more effective in nonverbal communication, any group member should give his eye contact as Shakespeare says that; “The eyes are the windows to the soul.” therefore, eye is the best tool of communication because:

1. It involves the others.
2. It keeps the speaker aware of his friends’ reactions to what he says. This kind of reaction is emotion.
3. It helps the speaker identifies friends and predators to challenge them in a collaborative way.

2.14.7.3 Communication Skills

The faculty member can establish better communication in classroom by teaching his or her students different communication skills as expressed by Clark and Starr (1976: 36), and Schmuck, Richard and. Schmuck, Patricia (1971:98), these skills are: paraphrasing, behavior description, descriptions of one’s feelings, perception checking and feedback.
1. Paraphrasing: involves restating what another person has said, using one’s own words. For example, ‘I understand you said.

2. Behavior Description: looking beyond behavior for psychological interpretations in a common cause of communication and interpersonal friction.

3. Description of own feeling: For example, to express feeling directly among others, ‘I feel pleased’, ‘I feel angry’ etc.

4. Perception Checking: involves describing in a tentative fashion what one perceives as the others psychological state.

5. Feedback is one own reactions, the person who is receiving it should be free to use it or not.

2.14.8 Cohesiveness and Collaborative Learning

Cohesiveness related to the individual’s feelings about the group. Both Muldoon (1955) and Schmuck (1966) showed that cohesiveness in classroom collaborative groups is related to the friendship structure. A student who feels actively involved in participation through collaborative learning, he or she feels more likely to communicate effectively with peers and relate to each other and support one another.

This is clearly expressed by Schmuck and Schmuck (1971:103) when they state, “A cohesive classroom group is made up of students who are actively involved with one another, who care about one another, and who help one another”

The same concept of collaborative or cooperative learning, Luft (1969: 107) has described interpersonal relationships in a way that can be helpful for understanding some of psychodynamics of cohesiveness.
This more clarified in Johari’s Awareness Model in the following way:

*Table (2:7) Johari's Awareness Model*

<table>
<thead>
<tr>
<th>1. Open</th>
<th>2. blind</th>
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<tbody>
<tr>
<td>Known to self</td>
<td>Known to others</td>
</tr>
<tr>
<td>Known to others</td>
<td>Not known to self</td>
</tr>
<tr>
<td>Area of sharing and openness</td>
<td>Area of blindness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Hidden</th>
<th>4. Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Known to self</td>
<td>Not known to self</td>
</tr>
<tr>
<td>Not known to others</td>
<td>Not known to others</td>
</tr>
<tr>
<td>Area of avoided information</td>
<td>Area of unconscious activity</td>
</tr>
</tbody>
</table>

*Adopted from Schmuck and Schmuck (1971)*

The basis for division into quadrants is the awareness of behavior, feelings, and motivation.

1. Acts in quadrant 1 are known to self and to others.
2. Acts in quadrant 2 are known to others but not to self.
3. Acts in quadrant 3 are known to self but not to others.
4. Acts in quadrant 4 are known neither to self nor to others.

Luft believes that the productive working relationships with others can be facilitated by increasing the area of Quadrant 1 in the relation to other quadrants. It means that the group members should interact openly in order to reduce blind spots and to reveal hidden areas of concern. Moreover, increasing the area of quadrant 1 is one way of describing what happens psychologically as a classroom group becomes more cohesive.

**Types of Classroom Cohesiveness**

There are three types of cohesiveness:
1. Attraction to the group because of liking for the other member.

2. Attraction to the group because of high interest, mutually held in the task.

3. Attraction to the group because of its prestige for the members.

Classroom communication relates to cohesiveness. In the concept of communication, there are two patterns:

a) ‘group-centered’ discussion when the students sit face-to-face in circles and they are involved in collaborative activities.

b) ‘leader-centered’ discussion in which they sit in rows and lack of communication.

2.14.9 Goals

The absence of clear or suitable goals in the education process is bad for both faculty members and their learners, At medical college in Jazan University, students seem to required to study, Arabic, Islamic studies, beside chemistry, biology, physics or English, because these subjects are in official curriculum and there are quizzes, progress tests and exams to pass, This point of view can have a very negative effect on the students' attitude about these subjects as general, and particular on teaching and learning English language.

Not everyone recognizes real success in real English inside and outside classrooms. The long-term goals of English language teaching and learning are the appropriate solution for students to communicate effectively and being well motivated through collaborative learning.

Collaborative learning has general and specific goals. For example, these are stated goals, the authority goals, the university goals, the college goals, the class goals, the instructors' goals and the group goals besides individual goals. For collaborative learning to be effective, there should be both "group goals" and “individual
accountability" Slavin (1989). This means that collaborative learning should ensure every group member has learnt something. Therefore, the collaborative learning task should allow every group member to be responsible for some concept to complete the task and in the same time, responsible for his learning and helping other to learn or complete the task.

Below are some goals of collaborative learning:

1. Each individual in the group effectively learns academic content by gaining deep understanding.
2. Each individual becomes more proficient in using cognitive strategies such as comprehension and problem-solving.
3. Each individual develops social skills.
4. All individuals learn to value and respect their peers, appreciate diversity and develop good friendships.

2.15.0 C.L., Competence and Performance

There is a difference between 'competence' and 'performance' as many researchers distinguish between the two terms. They define the term: 'competence' as represents a speaker's knowledge of language, and performance represents the speaker's comprehension and production of language.

Chomsky (1950s) defines competence as the representation of a language in a mind while performance is the way in which people actually use language in everyday life. Here are different collaborative skills a person can produce in collaborative learning.
2.16.0 The Requirements of Collaborative Learning

Procedures for using small groups are easy because elaborate planning is not demanded as stated by Grambs; et al (19970:188) set four requirements of collaborative learning:

A. No special expenditure of funds, it means that the instructor needs not money to have students sit in circles.
B. No special equipment needed to make groups.
C. No permission, it usual work.
D. No special professor talent. Professors of different abilities can apply this kind of work.

2.17.0 Faculty Roles in Collaborative Learning

A faculty member who uses collaborative learning believes that learning is essentially a social process, that his or her role is not thundering information and knowledge to students, but that the acquisition of knowledge comes mainly through discussion, negotiation and collaboration to accomplish learning goals or tasks. Therefore, the instructor's role is that of a facilitator, organizer, and occasionally of a resource
person. He or she should be a "mediator" or a "guider" of the effective grouping processes for tasks to be done more than to be "only a decision maker". When designing collaborative works, he or she must know his or her students well. He or she should consider the different learning skills, such as cultural background, personalities and gender when arranging collaborative learning activities. The faculty can negotiate with students the areas that assess and evaluate the tasks and there should be clear instructions and guidelines or rules set by both group members and the faculty members. Such criteria should be discussed and everyone agrees to them for their assessment as "good standards".

### 2.17.1 Students’ Guidelines are

According to Dooly (2008:21-45)

1. Participation both quality and quantity.
2. Preparation for collaboration.
3. Punctuality as interpersonal skills.
4. Respect between students themselves and instructors interpersonally.
5. Contribution of ideas and everyone must share information.
6. Creativity in participation during solving complex medical problems.
7. Commitment as collaborative criteria.

Other roles for the instructor is to create rich environments and activities for new information and knowledge by providing opportunities for collaborative work and problem-solving and involving students in authentic learning tasks. For effective collaborative learning activities, a good instructor must do different functions.

### 2.17.2 Faculty Functions for Successful Outcomes

1. Monitor group activities actively and closely.
2. Make the group task relevant for the student.
3. Ensure that the task is achievable, sustainable.
4. Choose authentic tasks that are best performed by a group.
5. Provide sufficient time for collaborative learning activities.
6. Establish successful learning academic communities in which students relate to each other and help one another.

2.17.3 Faculty Factors affecting Collaborative Learning Atmosphere in Class

1- The effective instructor educates his or her students in fields of knowledge and information by sharing and caring their ideas about leadership. He or she gives them choices in managing and administrating this educational process and above all in Faith.
2- He/she does not teach his/her students only knowledge in books but also the reality of society.
3- He/she motivates them to be involved in the lesson by using the different techniques in group activities. He/she is approachable to encourage the eagerness of students:
   a) Discuss the importance of learning.
   b) Point to the merits of learning and seeking the knowledge.
4- He/she makes a student that he/she feels to learn, he/she gives him a tool with which a student can discover things and answer by him/herself. An effective teacher lets a student to reach at the right conclusion rather than to inform him in any specific situation. He/she lets the students work with each other and help one another.
5- He/she trains students to discuss and review any text or issue whatever, satisfy their needs, by using this technique, ‘It is much better to teach a person how to fish than to give him a thousand fish’
6- An effective instructor knows his/her subject and in the same time, knows the interests, abilities, attitudes and dedication of his students.
7- He/she cares and considers the individual differences among students, who are human beings: differ type, abilities, potential, dedication, intelligences, willingness, hobbies, interests and achievement. Therefore, an effective faculty must deal with these differences in a balance and fair.
8- He/she uses interest materials, teaching aids and variety of strategies and techniques such as: collaborative group activities: role play, discussion, negotiation, argument, problem-solving, and open-ended questions… etc

9- The effective faculty is a good example as:
   a. His/her appearance.
   b. He/she keeps his promises.
   c. He/she treats all students well.
   d. He/she treats all students in fair manner.
   e. He/she respects and trusts them
   f. Welcomes them and he emphasizes with their problems.
   g. An effective faculty is honest, patient and above all fears Allah, his basic responsibility as a teacher, in doing his official functions, and making every effort to achieve the educational process in a successful way. In this way his work turns into an act of worship dedicated to Allah alone. (Yousef. A.T 2008)

A collaborative classroom often has a multiplicity of projects or activity centers using problems. The instructor should maintain effective dialogue among students by using different objects, such as: magazines, journals, newspapers, audiotapes, and videos which allow students to experience and use multimedia for communicating ideas.

**2.18.0 The Students' Role**

Students can play different roles during collaborative tasks such as researcher, organizer, encourager, leader or facilitator, co-leader, recorder, timekeeper, observer, checker and reporter. Furthermore, a student serves as the encourager who invites contributions from every group member. A student serves as the recorder who writes down the group’s report. A student serves as the timekeeper who makes sure the task is completed on a targeted time. Another student serves as the observer who completes the collaborative skills observation form and provides feedback to the group members. A facilitator makes sure that every member participates well by sharing and caring ideas with other group members to learn and helping others to do the task. Each student is responsible for seeking answers to questions within the group and in the
same time assists his or her classmates to finish the task or solve a problem. A checker makes sure that every member has finished his or her worksheet and answered all the questions. A reporter tells what the group finds out. Furthermore, role fulfillment, individual accountability and task commitment are expected of students. Sometimes, one student can play two roles and the roles can be rotated from one to another till all participants’ posses different collaborative social, psychological and educational skills.

2.19.0 The Benefits of Collaborative Learning

Organizing student into collaborative groups has many benefits:

2.19.1 Collaborative Learning Increasing Academic Performance

One benefit of collaborative learning is to increase an academic achievement by creating a friendly climate and helping each other to learn.

According to Prophy (1998: 140) that the potential learning benefits, it encourages students in the social construction of knowledge:

A. The students get more right answers.
B. They help each other.
C. Be stronger. “Three heads are better than one”
D. Protect each other by interacting with their classmates.
E. It creates a friendly climate.

The more one works in collaborative learning groups, the more a person learns, the more he retains from those lessons, and the better he understands the materials. Collaborative group activities tended to result in more willingness to challenge oneself, more willingness to persist at difficult task, a greater use of critical thinking skills, more evidence of collaborative thinking, more exchanging of learning from one situation to another, more time on task, more positive attitude towards the task being completed (Dohron, 2002:50). James (2002:11) and Holliday (2002: 3) state that collaborative or cooperative learning promotes exercises that require students' integrated skills: to talk and to listen, to write, to read, and to reflect on what is being studied rather than listen positively to a lecturer. Collaboration results to higher
achievement and greater productivity. Collaborative learning also, promotes greater use of higher-level reasoning strategies and creates a productive learning environment. Collaborative learning is the best way of improving the academic achievement. Finally, collaborative learning is an effective strategy for medical classrooms with English language learners.

Collaborative activities provide students with more time to speak the target language than lecturer-centered activities, and enhance student autonomy and self-directed learning. Collaborative learning provides healthy academic environment, so that the quality of language practice is increased, and the chances for feedback and monitoring as well.

2.19.2 Motivating and Increasing Positive Attitudes towards C. L.
Teachers are the only resource in traditional EFL classes who provide encouragement to students. In collaborative learning groups, students can encourage and help each other. The collaborative atmosphere of working in a small group may help develop "affective bonds" among students and greatly motivate them to work together (Lie, 2000:125). According to Nowlin and Amare,(2003:4), and Yavuz, (2007: 13), collaborative or cooperative learning fosters positive attitudes toward working with others, and creates thinking skills which are necessary to acquire and integrate communicative skills. Ediger (2002: 11); Yahya and Huei, (2002:4) and Ghaith (2003:452) reported that through collaborative learning, learners can realize that classes and learning may be enjoyable. Collaborative learning leads to great motivation toward learning, to increase time on task, and to improve self-esteem. Collaborative learning promotes language communicative skills by providing comprehensible input in advance suitable ways and in an encouraging and motivating environment. Therefore collaborative learning enhances the motivation of EFL medical students.
2.19.3 C.L. Enhancing Student's Social Skills

In collaborative learning groups, students can exercise their collaborative skills and practice working with others to achieve mutual benefit for everyone. Yang et al. (2005: 8); Willis (2007: 4-13) and Clevenger (2008: 16) state that one of the most appealing attributes of collaborative learning is its dual focus on academic and social learning benefits. Social benefits include more on-task behaviors and helping interactions with group members, higher interpersonal and self-esteem, more positive relations with others, more involvement in classroom activities, more favorable attitudes toward schooling, less disorder in the classroom, as well as improved social-emotional skills. Carter, (2001:37) indicates that the social skills attained through cooperative learning include: communication and listening skills (verbal and non-verbal communication skills), leadership (problem solving, decision making, and the acceptance and support of others) trust building (maintain working relationships and enhance teamwork). Schlitz et al. (2001:24) and Ashtiani, (2007: 213-22) point out that "using cooperative learning in the regular and special education classrooms can help to teach students how to socialize appropriately and can give them opportunities to practice. It can provide tools to transfer the skills learned into real life situations". In collaborative learning, students have opportunities to talk through the material, to explain it to each other and look at it in different ways. Giving and receiving information enhances student performance. Students feel that they have a chance to succeed, and believe working toward a successful outcome is a valuable goal. Students` social relationships improved because when students work together toward a common goal they have a chance to get to know each other well.

2.19.4 Collaborative Activities and Positive Social Interdependence

The more students work in collaborative group activities, the more they understand, retain, and feel better about themselves and their peers. Working in a collaborative environment encourages student responsibility for learning. Collaborative learning increases student motivation by providing peer support.
Through collaborative team, students can achieve success by working well with others. Collaborative learning enhances greater cross ethnic interaction and the acceptance of mainstreamed academically handicapped students (Caposey, et al. 2003: 28) and Gillies, (2008: 1333-1348) determines that collaborative or cooperative learning is an effective way to build community between home and school cultures with culturally and linguistically diverse students. In collaborative learning settings, students from different backgrounds and characteristics work together towards a common goal or goals, to know each other, and to work with each other as equals, which result in a wide variety of outcomes. According to Lie (2000: 125); Krantz (2003: 25) and Gillies (2004:265), cooperative learning creates opportunities for students to actively interact with others, negotiate meaning around a task, and appropriate new ways of thinking and doing. Cooperative learning groups provide students with opportunities to enhance inter-ethnic relation and learn to appreciate differences. Collaborative learning activities in the classroom improve student’s relationships with others, particularly those of various social and ethnic groups. Collaborative learning gives the students a great chance to have a look at their own ways of relating to others. This method allowed them to look at the positive and negative sides of their own behavior.

Collaborative learning may be one way to promote social support within medical classrooms as students work together to maximize each other's learning through positive rather than negative or neutral forms of social interdependence. Carter et al. (2001: 38); Ghaith (2002:267) and Ediger (2002:11) state that positive social interdependence is likely to be achieved in classrooms where students work collaboratively in small groups according to the principles of positive goal and resource interdependence. Therefore, collaborative learning increases contact between students and engages them in pleasant activities together thus increasing a positive affect among students.

2.19.5 Students Relating to One Another Easily

Students can relate to one another more easily than to an instructor at times. If a student has a question someone in the group can usually answer it for him or her. This
is helpful because he or she doesn't have to bother a professor or a lecturer with his or her question, or stand in line to wait for help. Also in a large class the instructor may not be able to answer all questions. Group members are a resource that may be able to provide an explanation if something is not understood.

2.19.6 Individualization of Instruction

In a traditional classroom with a heavy emphasis on a lecturing method and a whole-class discussion, lecturers have to cater their instruction to the average. If a few students cannot keep up with the class, the lecturer cannot always stop the class to help them. Lie, (2000: 121-131), and Krause et al. (2008:132), argue that with collaborative or cooperative learning groups, there is the potential for students to receive individual assistance from lecturers and from their peers. Help from peers increases learning both for the students being helped as well as for those giving the help. For the students being helped, the assistance from their peers enables them to move away from dependence on teachers and gain more opportunities to enhance their learning. For the students giving the help, the collaborative learning groups serve as opportunities to increase their own performance. They have the chance to experience and learn that "teaching is the best teacher". McDonough (2004: 210) asserts that collaborative learning gives instructors opportunities to work with individuals.

2.19.7 More Work in Shorter Time through Collaboration.

A student can usually get a lot more done in a shorter amount of time. One advantage of collaborative learning is that a problem can be solved faster and easier in a limit time. Any time more than one person works together to solve a problem it is usually more efficient. The problem or project becomes easier when students collaborate and help one another as one. Therefore, collaborative learning provides the members’ ability to achieve a large task in a shorter time that one person couldn't do it alone.
2.19.8 Increasing Students' Participation through C.L.

When students cooperate in collaborative activities, they receive much more chance to speak. First, there is an increase in the percentage of time when students are talking, instead of the lecturer. Second, during the time for students to talk, many of them are speaking at any time (Lie, 2000: 125). According to Abdullah (2002: 10), second language learning fits collaborative learning through the interaction hypothesis which states that language learners increase the quantity of comprehensible input they receive by interacting with their interlocutors (the people with whom they are speaking). Collaborative learning activities provide a context in which students may be more likely to interact than in a whole class setting. Jacobs (2006), and Hijzen (2007:673-687), maintain that cooperative learning encourages all the group members to feel that they need to participate and learn. Collaborative learning increases student’s participation and interaction with each other, thus, creating a healthy environment for good results.

2.19.9 Reducing Stress and Decreasing Anxiety in C. L.

Students often feel anxious to speak in front of the whole class. In contrast, there is less anxiety connected with speaking in the smaller group. In addition, when a student represents the group and reports to the whole class, he/she feels more support, because the answer is not just from one student alone, but from the whole group (Lie, 2000:125). According to Abdullah (2002: 10) and McDonough (2004:210) that peer groups may provide a more motivating, and less anxiety-producing environment for language use. Thus increasing the chances lead to more input. Students may feel less anxious and more confident when interacting with peers during collaborative activities than during whole-class discussions.

2.19.10 Increasing Self-Esteem

Through collaborative activities students become life-long learners by less dependent on their lecturer. Students can think and learn without their lecturer telling them what to do every minute. By shifting from dependence on lecturers, collaborative group
activities help students become independent learners and form a community of learners among themselves. Collaborative learning helps students learn to build their own self-esteem and build confidence with other students. (Lie, 2000: 125)

2.19.11 Developing Social Interactions Skills in Collaborative Learning

When students sit together in one place face to face and discuss something through group discussion, they become actively interacted which makes the task or assignment more fun, so the students have more fun. In collaborative activities, it is easy to set up. Students are only to turn to their left or right or join the students behind them, because they are working for mutual group goal and because they are self-formed groups since friends tend to sit together. Therefore they interact to each other and to their lecturer and build more positive heterogeneous experiences from one another. In such healthy environments collaborative learning enhances students with more learning experiences and gets good collaboration skills.

2.19.12 Grove Advantages

According to T.G. Grove (1976), Collaborative or group working has four advantages:

A. It allows a break from the regular routine such as lectures, timed writing and exams.
B. It encourages critical thinking skills.
C. It allows students to pool their resources and learn from each other.
D. Students can try out new ideas in a collaborative learning, which less formal and threaten in structure than a whole classroom.

In brief, there is better cooperation and more friendliness in collaborative learning than individuals. Collaborative learning creates healthy environments where students can build leadership skills. Moreover, collaborative learning increases students' motivation, communication, encouragement, participation, critical thinking skills and
solving problem. It develops social interaction skills, social positive attitude towards others and self-esteem. It creates a positive social climate, in which, students help one another, relate to each other and they have good relationships with their lecturer and with each other.

Dilienbourge et al (1996:21)

"Collaboration is not a treatment has positive effects on the participants. Collaboration is a social interaction in which two or more people interact with each other and in some circumstances, some types of interaction occurs that have a positive effective Thus, collaborative learning is more effective than leaning alone."

2.20.0 Disadvantages of Collaborative Learning

2.20.1 Students need to go at Different Speeds

Some students need to go at different speeds while doing the collaborative task to fully understand the information. It seems that while working in collaborative learning, someone in a group is either slowed down or forced to catch up faster than they would like to. This speed may cause tension to other groups.

2.20.2 Taking over the Group

It is a problem of a group situation if there is no balance of power. Not all members are given an equal voice in a group to participate, e.g., there is usually one group leader that everyone differs to. Another person takes care of the data. Other members end up feeling overlooked or unappreciated. More problems occur when one person is not willing or able to trust the abilities of others in the group. This can result a lack of collaboration amongst the group members and anyone can affect that group either positively or negatively.
2.20.3 Grouping is not fair for others!

Group members will not equally contribute to any collaborative activity or task in which the whole group receives a reward, praise or one grade. So if a member does not fully participate, they may be a grade that they do not deserve.

2.20.4 Changing Groups.

It is very necessary for the faculty member to keep the groups together, even they do not do well through discussion and even if the group asks to be resigned, the instructor should avoid resist. Changing collaborative groups may break the dynamics of all the groups. If the groups are changed, the group members will not learn effectively to resolve problems, which is an important part of collaborative learning. M. Dooly (2008: 21)

2.21.0 Previous Studies

Collaborative learning as mentioned before is the grouping of students working in collaboration for the purpose of achieving an academic goal, has been widely researched and advocated throughout the professional literature. The term "collaborative learning" refers to an instruction method in which students at different performance levels work together in small groups toward a common learning goal. The teammates are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful. Moreover, collaborative learning increases interest among the participants and promotes critical thinking.

Although of these collaborative learning benefits, most of the research studies on collaborative learning have been done at the primary and secondary levels. As yet, there is little empirical evidence on its effectiveness at university level. However, collaborative group work is emphasized in much of the higher education literature. In the same time, there are many areas in collaborative learning still need to be explored. Therefore, researchers and educationalists always need to conduct various studies
with such values to facilitate the effect of collaborative learning on the students' academic achievement and outcomes such socialize and safe environment.

A) First Study

Kathryn's study (2007) entitled in "Outcomes of a Sheltered Collaborative Model for English Language Learners". (A Case Study of two High Schools in Central Virginia in the USA). The objective of this study was to record and analyze experiences of teachers implementing a sheltered collaborative teaching model for second language learners. This study also analyzed the effect of this model on the on-time graduation rate of limited English proficient students. The researcher used mixed methods of phenomenological and quasi-experimental case study approach focused on collecting experiences from teachers and graduation data to determine the outcomes of the collaborative instructional model. The context of this study was two high schools in a suburban school district in central Virginia. The research questions guiding this study are:

1. What is the effect of the sheltered collaborative model of instruction for second language learners on the graduation rate for ELLs?

2. Do the teachers involved in this model report changes over time in the immigrant students? If so, what changes do they report in areas such as cultural assimilation, self-motivation, or involvement in extra-curricular activities?

The participants were seven teachers who have implemented the collaborative model within the last two years. Triangulation of the data sources included interviews with the participants, field notes, and archival data. Kathryn used Statistical Package for Social Sciences (SPSSS ) in describing the data. Results of this study are presented in narrative descriptions of the experiences of the participants and a descriptive report of the graduation data. Themes resulting from the analysis across all the narratives are discussed within the framework of ELL academic success. Both graduation data and teacher reports are discussed to determine the effect of this instructional model on the on-time graduation rate. The academic success of ELLs social effectiveness (participation in co-curricular activities.

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B) The Second Study

The Zone of Proximal Development (ZPD)

It represents the most Vygotsky's views owing to its potential implications and the pedagogy of instruction. It provides a conceptual link between the development of a child’s psychology and knowledge are socially embedded. He explains such relationship is that, the child is able to copy a series of actions which surpass his or her own capacities, but only within limits. By means of coping, the child can do much better when together with and guided by adults than when left alone, and can do so with understanding and independently. The difference between the level of solved problems or tasks that can be performed with adult help and guidance and the level of independently solved tasks is the zone proximal development. (Vygotsky, 1978:117)

Vygotsky (1935:86) defines ZPD as:

"The distance between the actual development as determined by independent problem solving and the level of potential development determined through problem solving under adults guidance or in collaboration with more capable peers."

Thus the ZPD is a collaborative strategy focuses on the EFL’ active creation to accomplish and understand an activity in which there is ample opportunity from the instructor side and good relation with his or students. Both instructor and students are active sharing information, knowledge and responsibility in a complex medical problem-solving activity and achieving the targeted task in a collaborative way. In this concept that Mol and Greenberg (1990:5) suggest that Vygotsky's ZPD actually represents a change of focus from the old passive classroom technique, i.e., Lecturer-fronted instruction converted to the modern effective strategy of collaboration and social relation in the educational process, i.e., student-centered learning. Based on the notion of the Zone Proximal Development.

C) The Third Study

Anuradha (1995) in DLA Ejournal paper entitled "Collaborative Learning Enhances Critical Thinking"
The main objective of Anuradha's study (1995) examined the effectiveness of collaborative learning in enhancing drill-and-practice skills and critical-thinking skills. The main questions of the study were:

Will there be a significant difference in achievement on a test comprised of "drill-and-practice" items between students learning individually and students learning collaboratively?

Will there be a significant difference in achievement on a test comprised of "critical-thinking" items between students learning individually and students learning collaboratively?

The researcher uses the empirical method. The independent variable in this study was method of instruction, a variable with two categories: individual learning and collaborative learning. The dependent variable was the posttest score. The posttest was made up of "drill-and-practice" items and "critical-thinking" items.

The population for this study consisted of undergraduate students in industrial technology, enrolled at Western Illinois University, Macomb, Illinois. The sample was made up of students enrolled in the 271 Basic Electronics course during Spring 1993. Total of (48) students participated in this study.

The main findings are that: Students through collaborative learning activities had performed significantly better on the critical-thinking test than students who studied individually. It was also found that both groups did equally well on the drill-and-practice test. This result is in agreement with the learning theories proposed by proponents of collaborative learning. Collaborative learning medium provided students with opportunities to analyze, synthesize, and evaluate ideas cooperatively. The informal setting facilitated discussion and interaction. This group interaction helped students to learn from each other's scholarship, skills, and experiences. Students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually.
C) The Fourth Study

Jonson presented his study university of about "Peer education" in 1984.

Johnson and Ahlgren (1976) studied the relationships between students' attitudes toward cooperation, competition, and their attitudes toward education. The outcomes of the study indicated that student using cooperative learning was positively being motivated to learn. Johnson and Johnson (1982) also found that students studying physical science using cooperative learning strategy evaluated their learning experience more positively than students using competitive and individualistic method did. Johnson (1977) discovered that cooperative learning strategies developed positive attitudes toward the inquiry method of teaching science, and students taught by cooperative strategies believed that they had learned more from the lesson than the students taught by competitive strategies did.

D) The Fifth Study

Roger and Johnson’s researchers on collaborative learning for students at different universities in the U.S.

Roger and Johnson are brothers and fellow professors in the College of Education and Human Development, led researchers on cooperative learning. They head the Cooperative Learning Center which plans to make classrooms and schools more collaborative places and on teaching cooperative communicative skills—leadership, communication, decision making, trust building, and conflict resolution. The center plays host to a continuing stream of educational visitors from different parts of the world including the U.S. as well as countries such as Australia, Russia, Singapore, New Guinea, Ireland, and Lebanon. The Johnsons also travel a lot to offer training in cooperative learning theory and application—throughout the U.S. and Canada, Germany, England, Saudi Arabia, New Zealand, Turkey, Panama, Singapore, and Hungary, among others. They work with school teachers and administrators, the U.S. Navy, colleges and universities, and the Disney Corp. They’re also working with
schools in Eastern Europe to promote collaborative or cooperative learning as a method to help prepare coming generations for democracy and free enterprise.

Over two decades of their working on collaborative or cooperative learning research, involving over 80 research studies and a series of extensive reviews of existing research on cooperation and learning Roger and David Johnson have no doubts: collaborative or cooperative learning works to the benefit of students, teachers, schools, and communities. “Human beings learn more, flourish, and connect more when they’re cooperating and less when they’re competing or working in an isolated fashion,” Roger Johnson says.

The Johnsons discovered that collaborative learning has many positive outcomes. Their research shows that if students collaborate effectively through collaborative learning they improve their efforts to achieve. They work harder, achievement levels raise, material is remembered longer, higher-level reasoning is used more, and it provides both intrinsic and extrinsic motivation.

The collaborative learning methods also improve interpersonal relationships among participants. Students working collaboratively tend to like each other better and relate to one another.

**E) The Sixth Study**

**Committee Work and Discussion**

Leonard H. Clark and Irving S. Starr wrote in 1976 about group teaching and group methods by using committee work and discussion (small collaborative groups). They indicated that: Although a student learns as individuals, the instructors must teach individuals in groupings. They’d try to use teaching strategies and techniques (i.e., Collaborative Group Work) that will produce effective learning in classroom groups. They classified the group characteristics into six:

1. Social climate to determine the group effectiveness.
2. Group leadership which involves interpersonal relationships.
3. Attraction of the members for each other.
4. The norms. (Expectations)
5. Communication patterns, e.g., student-centered communications
6. The amount and kind of group cohesiveness.

**Their objectives are:**

1. Small groups allow students to participate in different roles.
2. Small groups work promotes effective learning.
3. It provides a wide range of information.
4. It tends to develop critical discrimination.
5. More successful in problem-solving than individuals are.
6. It adds interest to the classes.
7. It provides opportunities for depth study and develops research and study skills.

**Clark and Irving S. Starr recommended that**

1. The teacher would try to make his class into a diffusely-structured group.
2. He would be a democratic leader and create a democratic atmosphere in which most students have a fairly high sense of self-esteem.
3. The communication should be free, open and supportive, and the communication pattern should be student-centered.
4. Cohesive group works together. The faculty member can build classroom cohesiveness by creating a diffusely-structured classroom in which student participation and involvement are encouraged.

**F) The Seventh Study**

**Enhancing Clinical Competence Using a Collaborative Education Model**

Jennifer DeClute and Richard Ladyshewsky (1990) have a study entitled,
“Enhancing Clinical Competence Using a Collaborative Education Model” The purpose of this study was to determine whether students in collaborative (two students to one Clinical Instructor 2-1) learning placements differed on measures of clinical competence as compared with their peers in traditional (1-1) clinical placements. The population of this study consisted of intermediate level students in physical therapy program at Toronto University.

The outcome measure of clinical competence in this study was weighted high score acquired. Seven subgroup clinical competence score were analyzed. The collaborative learning (CL) shows high scores on all aspects of Enhancing Clinical Competence (ECC) instrument. Their findings that: This study suggests that:

1. Achievement of clinical competence in patient evaluation, program planning, implementation of treatment, communication, management skillful powerful behavior, and documentation were enhanced through collaborative learning.
2. Cooperative learning model has been found to encourage collaboration and cooperation among students.
3. Collaborative learning has promoted more open communication among students.
4. Students still maintain the responsibility for their patients and caseload; they have encouraged consulting with one another.

G) The Eighth Study
Graham Research (2007) on “Teacher Improvements based on Collaboration with their Fellow Teachers.”
Graham Study conducted involved a first-year middle school and focused on teacher improvements based on collaboration with their fellow teachers. The research discusses the benefits of working in small groups as a case study. Its findings lend teachers to student work as well. It was found that teachers who were part of collaborative learning groups, had more confidence in their abilities, had improvement in their teaching, had enhanced interpersonal skills. They were well managed their
time. The students they teach need to enhance their confidence have positive social interactions.

H) The Ninth Study

Collaborative E-learning in KSA

Alkhalaf (School of Information and Communication Technology Griffith University) in his research “The Potential Role of Collaborative Learning in enhancing E-learning Systems: evidence from Saudi Arabia Implications: Potential Role of Collaborative Learning” He adopts a mixed method approach of Collaborative e-learning which offers many advantages by increasing interaction and creating a sense of belonging. Collaborative e-learning environments may allow students, especially those who are shy in face-to-face situations, to participate in online discussions and meetings, negotiate, and build consensus. This advantage may be of special significance in KSA, where face-to-face interactions between male and female learners are often not an option. Many Saudi universities have already put in place their own e-learning environments, the process of increasing the emphasis on collaborative learning can be implemented through a series of coordinated, institution-wide measures. He explains that, to avoid individual conflicts and undesirable interaction in e-learning, there should be develop collaborative learning interaction through internet and focusing and developing and moderating the relevant collaborative environment.

I) The Tenth Study

Giuliori, Lujan and DiCarlo in their study entitled, "Student Interaction Characteristics during Collaborative Group Testing at Veterinary College"
The study conducted at Facutad de Ciencias Veterinarias, Universidad de LaPlata, and La Plata, Argentina. They used Collaborative Group Testing for 65 students (22 male and 43 females) in Physiology Course in Argentina. In their research, it is found that students with individual incorrect responses change their answers during group testing more than students with individual correct responses (odds ratio: 7.58,P-0.01). Furthermore, student’s feedback was more beneficial when group members had
different individual answers than when they sit together in grouping, more answers were changed to correct than to incorrect responses. (77% vs. 23%). Finally, the positive effects of group testing (77% total effects) were due to students who changed their individual answer to the correct responses after discussion with peers with correct response.

J) The Eleventh Study

This study entitled in "The Effect of Small-Group Work ‘ELT’ ON the Sudanese Secondary Schools Students' Achievements" by Yousuf (2008) Unpublished research for Master Degree in En-Neelain University-Khartoum. This study aims to investigate and identify the Small-Group Work 'SGW' in English language teaching 'ELT' in the Sudanese Secondary Schools. The major objective of this study is to provide the teacher with more information on cooperative learning or "SGW" and its characteristics so as to encourage and motivate their students to be more active and creative in communication in English language. In addition, learners learn from each other through group activities which make healthy classroom climate. The major questions of the study are:

1. To what extent does the Small-Group Work ‘SGW’ help students to be well-motivated?
2. To what extent does the Small-Group Work 'SGW' create a positive classroom climate?

The researcher used the descriptive and analytical methods and (SPSS) for analyzing data of questionnaires and interviews. There were (299) students and (31) teachers who respond to the study. The study tested the following hypotheses:

1- The less participation from the teacher, the more production from the students.
2- The Group Work might be effective interaction and suitable technique in the educational process.
3- There is no difference between learning in individuality and learning in small groups.
4- Students can relate easily to one another more than the teacher.
5- There is no difference between teacher-centre and student-centre environments.

Here are the main results that the study explored:

1- There is more participation and production from the students in 'SGW' activities if the teacher speaks less than them.
2- 'SGW' is an effective interaction and suitable technique.
3- 'SGW' is interesting for both teachers and their students. Students in grouping perform better.
4- Students are more active and motivated in collaborative learning than in individual learning.
5- Students relate to each other and help one another in the ‘SGW’.

Strevens (1977:67) explains that, collaborative group work is valuable technique that used in ESL countries. It is particularly valuable in ESL countries suffering, as many of them are, in the wake of massive educational expansion from very large classes.

When teachers use collaborative and cooperative learning strategies and suitable activities correctly in the classes, students learn more, enjoy it more and develop interpersonal and study skills that they will use for a lifetime. When administrators use collaborative leadership strategies, the organization is more supportive, effective, positive and productive.

Unfortunately, many authors contributing to collaborative group literature do not relate their work to existing theoretical positions.

### 2.22 The Contributions of the Previous Researches and Studies on the production of the research.

A) Kathryn (2007) "Outcomes of a Sheltered Collaborative Model for English Language Learners ". ( A Case Study of two High Schools in Central Virginia in
the USA). Her study investigated the effects of instructional model on the on-time graduation rate through collaborative learning on students' outcomes. The researcher encourages faculty members to utilize collaborative learning in their classes. In her views that university students through, collaborative communication can help a graduate student master social processes, such as participation and collaboration. The academic success of ELLs social effectiveness (participation in co-curricular activities). Therefore collaborative learning is more effective for ELLs in Virginia.

Her work has given a deeper insight and full vision to the researcher by supporting and encouraging him to go forward in her study. There is a close relation between the two studies in which both of them are investigated the impact of collaborative learning on the students outcomes and creating social environment in which students involve in extra activities and more in real life situation. Moreover, both studies have applied experimental method to measure students’ response and faculty member's observations.

B) Vygotsky (1978) in his study “The Zone of Proximal Development (ZPD)” views that, both faculty and students are active sharing information, knowledge and responsibility in a complex medical problem-solving activity and achieving the targeted task if they collaborate through ZPD and adults guide individuals to learn.

The researcher benefited from his study in terms of information, data, and elaborations of ideas, enrich opinions and thoughts about collaborative learning in medical instruction.

C) Roger and Johnson's researchers on collaborative or cooperative learning in the U.S. (1977) explored in their research, that classrooms and schools more collaborative places and on teaching cooperative communicative skills: leadership, communication, decision making and positive outcomes.
Roger and Johnson and the researcher want to shed lights on how cooperative learning integrated with the methods of teaching for the purpose of improving teaching quality, experiences, motivating students and enhancing their communicative competence.

**D) Clark and Starr** (1976) in their study about group teaching and group methods by using "committee work and discussion" which is provide students with ample opportunities to learn effectively, promote their participation and more successful in problem-solving than individual learning. The researcher is much concerned with due to the direct impact on the recommendations and suggestions they set for further study. This actually benefited the investigating the same area, encourage further studies and providing a closer look at how collaborative learning can be used as a teaching approach for effective educational learning by enhancing students' communicative competences and improving university educational environment in general and students outcomes in particular. The researcher benefited from their research by enriching information and data about the characteristics of collaborative learning.

**E) DeClute and Ladyshewsky** (1990) Have a study entitled, “Enhancing Clinical Competence Using a Collaborative Education Model” in Toronto University. They shed light on the impact of collaborative learning on the medical students' achievement of clinical competence in patient evaluation, symptoms, analysis, implementation of treatment, communication, management skillful powerful behavior , and documentation were enhanced through collaborative learning. Both DeClute, J. & Ladyshewsky R. and the researcher share the similar impact of collaborative learning on medical students' performance and enhancement of communicative skills. This research has a great influence on the researcher's data and information related to medical issues.

**F) Graham Research** (2007) on "Teacher Improvements based on Collaboration with their Fellow Teachers."
Graham's research discusses the benefits of collaborative learning on the first middle school teachers' improvement on their colleagues and on their students as a case study. Graham focuses on the advantages of small groups on teachers that they had more confidence, managing time and positive social interpersonal skills on both teachers and the students they teach. The researcher most benefited from this study by getting more information about the benefits of collaborative learning. Both Graham and the researcher are focusing on the benefits of 'CL' and how does it improve social skills, improvement and enhance social skills and confidence. This study encourages the researcher to go ahead through such road to complete this work.

G) Alkhalaf' Research on Collaborative E-learning in KSA

Alkhalaf discusses the effect of collaborative learning on e-learning students outcome, especially, those who are shy from being involve in face-to-face interaction and for Saudi females who can't interact directly with males. Both Alkhalaf's research and this study focus on increasing students' interaction, sense of belonging and having better outcomes. The researcher benefited from Alkhalaf that students can be involved and encouraged synchronously and asynchronously through collaborative learning enhancement.

H) Giuliori's Research on the “Student interaction characteristics during collaborative Group Testing at Veterinary College"

Both the Argentinean study and this research have similarities shed lights on the positive effects of Collaborative Group Learning were much higher than the negative effects. The researcher benefited from their study from available data and information about comparative study between collaborative Group effects and individual learning.

Yousuf explores the effect of the Small-Group Work 'SGW' in English language teaching 'ELT' in the Sudanese Secondary Schools and its impact on the students' achievements. The researcher shed lights on small group work inside the larger classes and its great influence on the educational process. Yousuf's study and this research have the same similarities by providing the instructor with more information on collaborative learning or "SGW" for encouraging and motivating students to be more active and creative through collaborative communication in English language. In addition, learners learn from each other through group activities which make a healthy classroom climate.

All these studies give the researcher especial useful concepts or frameworks for the college learning and collaborative activities. The researcher most benefited from the previous studies about collaborative or cooperative learning techniques and strategies is well documented in the educational, psychological and medical education when students working together in collaborative small groups, they help each other to integrate different skills, knowledge and medical problem-solving abilities by increasing self-esteem, and acquiring more positive attitude toward learning a foreign or a second language (LFL/LSL).

2.23 Summary of Chapter Two

This chapter focuses on making classrooms and schools more collaborative places and on teaching collaborative skills: positive environment, leadership, communication, enhancement, encouragement, improvement, participation, interaction, social skill, decision making, trust building, problem and conflict resolution. However the preliminary part was devoted to the meaning, definition and types of collaborative learning. It also includes the nature, characteristics, goals and problems of 'CL'. Thus there has been a shift in language learning/ teaching from a traditional fashion of lecture-centered about one figure to a modern trend of student-centered that enhances students' communicative competences, social skills, active creation and solving problems through collaborative learning work.
Concerning learning theories, there is also a shift from concentrating on old cognitive theory to social interaction and creative thinking theory of sharing information and ideas through 'CL' strategies and activities. Moreover, the chapter shed light on the higher education in the Kingdom of Saudi Arabia and why using 'CL' for Saudi Arabian medical student? It set some approaches, strategies and activities of 'CL', besides factors, benefits and disadvantages of 'CL'. Moreover, the chapter highlights the relationship between students themselves in grouping and their instructor and the role of each one. In addition, the chapter focuses on the dynamic forces of 'CL' and previous studies and their influences on completing this study. The following chapter is dedicated to the methodology of the study.
CHAPTER THREE

METHODOLOGY
CHAPTER THREE

METHODOLOGY

3.0 Introduction
It is stated that the objectives of this study are to identify the effect of collaborative learning on the EFL medical students’ enhancement, communicative skills, self-esteem, problem-solving by developing positive social skills, promoting academic performance and making healthy environment: enable them to express their feelings, attitudes and emotions. The students will be able to relate to each other more than their lecturer and help one another to learn.

In the preceding chapter the researcher reviewed literature related to the main characteristics of collaborative learning. The review covered the definition, meanings and benefits of collaborative learning and group processes: leadership, norms, attraction, communication, cohesiveness and goals. Collaborative learning advantages a, disadvantages, problems and solutions by using different activities, strategies and techniques were also considered.

It is hoped that the results of this study will provide useful information regarding language acquisition through collaborative learning for those who are interested and concern such area, generally and, particularly in Saudi Universities. Such findings may help to suggest some strategies, techniques, procedures and plans for promoting learning and teaching English as a foreign or second language (EFL/ESL) in KSA by creating positive college classroom environment.

This chapter describes how the study is implemented. It shows the methodology (in research) which is the procedures used in carrying out an investigation; including methods used to collect and analyzed data. Jack et al (1985:229). The methodology is being followed in terms of research design, methods, sample of population, instruments and the administration of the instrument, validation of the questionnaire and procedures that used for the required data collection and data analysis. The
reliability and validity of the tools were checked to provide the researcher with required data.

This chapter, in particular, is organized as follows:

1. The research paradigm.
2. Description of population of the study.
3. Description of Data Collection Instrument
4. The Content of the Questionnaires
5. Finally, to describe the method of data analysis, validity and reliability.

The table (3:1) The Nationalities of the Instructors

<table>
<thead>
<tr>
<th>SN</th>
<th>Nationality</th>
<th>No of Participants</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Indians</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td>2</td>
<td>Sudanese</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>Pakistani</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>British</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>5</td>
<td>American</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>6</td>
<td>Canadians</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>7</td>
<td>Egyptians</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>8</td>
<td>Saudi</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>50</td>
<td>100%</td>
</tr>
</tbody>
</table>

3.1 The Research Paradigm

The researcher adopts the empirical, analytical and descriptive methods to analyze the data received from the participants so as to find the correlation between variables being studied.
To obtain data related to the effects of Collaborative learning on the students' communicative skills enhancement at Jazan University- Faculty of Medicine. In Kingdom of Saudi Arabia

3.2 Description of Population of the Study

3.2.1 The Sample of the Study

The study was conducted at Medical College, Jazan University in the Kingdom of Saudi Arabia. Three hundred people who participated in this study. Two hundred of them are students and one hundred are faculty members. All of these participants from the students side are native speakers of Arabic language. They are all Saudi. They study at the first year of medical college (MED 163-3prep courses).

The students participated in the research related activities of this study as the part of their regular classroom activities. The researcher needs the collaboration of the following:

i. Questionnaire & interviews: A sample of (50) English instructors selected randomly from Saudi universities.

ii. Questionnaire: The researcher will deal with the pilot from students at Faculty of Medicine in Jazan University. The total numbers will be (200) students. They are all males because, it’s too difficult to share females in such study according to the culture and some restricts.

iii. Experiments

These instruments will be used as tools for collecting evidence and justification for questions and hypotheses formulated in chapter one.

3.2.2 The Faculty Members’ Questionnaire

This attitude scale is a technique for measuring a person’s reaction to something. A common scale is the Likert scale. With this a statement of belief or attitude is shown to someone, and they are asked to show how strong they agree or disagree with the statement by making a scale. (Jack, et al 1985: 25)
It will be constructed to provide general information about the faculty members’ attitudes toward collaborative learning. They will be requested about using group activities in their educational environment. They will be also requested to give their own suggestions to promote collaborative learning in the Saudi higher education.

3.2.3 The Students’ Questionnaire

It will be constructed to provide general information about the students’ attitudes toward collaborative learning. It will be also concern with the identification of their problems in small groups.

3.3 Data Collection Instrument

The questionnaires and an interview are used as tools for data collections. The questionnaires have been designed to elicit information that obtained from the written responses of participants of students and faculty members. Jack, et al (1985:303), explain that a questionnaire is a set of questions on a topic or a group of topics design to be answered by respondent. Questionnaires are used in many branches of applied linguistics, such as language surveys, the study of attitudes and motivation, and in needs analysis. The information obtained is all related to communication, interaction, social relation, motivation, encouragement and collaborative environment. Data were collected with the aid of two questionnaires to evaluate participants' views and opinions on the enhancement of their engagement in the educational process through collaborative leaning and its impact on their academic performance.

3.4 The Content of the Questionnaires

There are two questionnaires, one for the students and the other for the teachers. Each questionnaire consists of 32 statements that seeking information about and perceptions about the effectiveness of collaborative learning and teaching on the medical students' performance. The purpose of the questionnaire is to measure the necessary requirements for using collaborative learning methods in the educational process. Each
questionnaire consists of parts including: communication, confidence, motivation, interaction, encouragement, interesting, social relations and performance. The format used in the question construction is scale format. The statements could be answered in one of the following five ways:

1. Strongly agree  
2. Agree  
3. Strongly disagree  
4. Disagree  
5. Not sure

3.5 Procedures

The researcher took the copies of his questionnaire with his proposal of the study and discussed it with some of the university staff (King Khalid University, Jazan University, King A. Aziz University), and his colleagues who were specialized in English asking them to make their comments on the suitability of the questionnaire for the purpose of the study. They all made valuable comments, suggestions.

Those notes and recommendations were carefully studied and some of them were incorporated in the final version of the questionnaire. The final version of the questionnaire contained 32 items seeking information about positive classroom environment, enhancing social and communicative skills and better performance attitudes towards collaborative learning and efforts to attain it.

The questionnaire was piloted on a group of students who fairly represented the sample of the study. That step was done to test the clarity of the questionnaire items and instructions. The pilot group was requested to inform the investigator about any difficulties they faced in understanding the items and instructions. Their responses were considered and minor amendments were made to the final version of the questionnaire. The researcher made use of these responses of the students and explained most of the items and instructions of his questionnaire in Arabic to secure high level of students understanding of the questionnaire items and instructions when conducting it.

The questionnaires have been distributed during the second semester of the academic year 2013-2014. some of the copies of the questionnaires were distributed at the
university lectures as well as the campus for medical students at Jazan university while others were distributed online to faculty members in other Saudi universities. The questionnaire was explained to the respondents. the researcher filled up the questionnaire based on the answers of the participants. Three hundred copies were distributed: 200 hundred for the medical students at the college of medicine in Jazan University. 100 of copies were distributed to the faculty members in some Saudi universities.

3.6 Validity
The pilot testing shows that; the nature of the scale ensures a high degree of objectivity as all responses are scored with the aid of the computer. The field testing also shows the attitude scale is reliable as it gives the same results (consistent) when different lecturers use it.

The researcher chooses writing the statements of this attitude scale, eight informal criteria, as stated by John, (1988:424), they are:

1. Statements are debatable rather than factual.
2. They refer to the present rather than the past.
3. They are written in simple, clear and direct language.
4. They are short and not exceeding 20 words.
5. They are in the form of simple sentences rather than in the form of compound and complex sentences.
6. Each statement contains only one complete thought.
7. They are relevant to the psychological object under consideration.
8. They are interpreted in one-way rather than more than one.

3.7 Reliability
Polit and Hungler (1999:317) define reliability as the degree of consistency with which an instrument measures the attribute it is designed to measure.
3.8 Summary and conclusion

In conclusion it might be as well to request the main points that are included in this chapter. The chapter focuses on the research design and methodology used to accomplish the study. It has given a detailed description of the population of this study, a description of samples of this study, a description of tools of this study and it shows how the data of this study is collected and analyzed. An analysis, implementation of empirical data collected through these methods, results in groups of participants, conclusions and findings will be presented in the next chapter.
CHAPTER FOUR

ANALYSIS and DISCUSSION of RESULTS
CHAPTER FOUR
Analysis and Discussion of Results

4.0 Introduction
To have an approximate idea about real impact of collaborative learning 'CL' on medical EFL students' communicative competence enhancement and promoting their academic performance by creating a healthy classroom environment, the researcher used two instruments for data collection for this study: a questionnaire and achieve test. Two questionnaires, each questionnaire consists of 32 items, were posed for students and their instructors seek their opinions on the influence of 'CL' on the students' better outcomes and innovative activities and strategies working in collaborative groups.

The analysis of the obtained data showed significant results. The descriptive features of the polled were follows:
1) 200 students from the first medical year, all of them are Saudis.
2) 50 faculty members from different countries.

The six hypotheses of this study are tested by using SPSS Program in a descriptive method using frequencies, percentages and means. This test is used to examine the effects of number of factors and attitudes towards Collaborative Learning Work and answer the main questions:
To what extent do collaborative learning, developing and promoting university EFL students' communicative skills strongly related to each other?
To what extent do collaborative groups affect learning environment at Saudi universities?
To what extent does collaborative learning lead to a healthy classroom atmosphere and self-access learning?
To what extent does collaborative learning result in promoting students’ performance and communicative skills?
To what extent does collaborative learning build collaborative social skills and positive relationships among students?

“The T-test is a parametric comparison of the average or mean level for each group, and is based on the assumption that the individual scores are normally distributed about the mean” (Baber, 1988:55)

The eight hypotheses of this study are tested for significance using T-test and they yield the following results:

4.1.0 Results and Analysis

Table (4:1) Results of T-Test

<table>
<thead>
<tr>
<th>Students</th>
<th>Variances</th>
<th>Mean</th>
<th>Mean differences</th>
<th>St. D.</th>
<th>T-test</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning in Individuality</td>
<td>1.27</td>
<td>0.26</td>
<td></td>
<td>200</td>
<td>9.74</td>
<td>0.025</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>1.73</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Having a look at the above table it can be clearly seen that there is a significant difference between the experimented group which received enhancement on their communicative competence and social skills through collaborative learning 'CL' and the other group that has been taught in individual work and whole class which represents the old fashion of lecture-centered method. A t-test indicated that there is significant difference between learning in individuality and learning in small groups (83.9 %, 90.3 %, t=value, p=<0.05)

After conducting a statistical analysis on the test scores, it was found that students who participated in collaborative learning had performed significantly better on the critical-thinking test than students who studied individually. It was also found that both groups
did equally well on the drill- and- practice test. This result is in agreement with the learning theories proposed by proponents of collaborative learning.

Most of the participants felt that group work activities helped them to better understand the material and stimulated their thinking process, e.g., according to the table, the difference in mean (1.73-1.27=0.56) indicates that students of experimental group outperformed students of control groups. The significant level of p<0.025 which indicates that there is a great difference between the two groups. The significance gains in the part of experimental group in reading comprehension test as measured by statistical analysis suggests that the using of collaborative learning activities into classes benefited them to respond quickly and correctly to the assigned task. Through collaborative learning activities, students were able to understand the meaning of difficult medical terms and hence, they were able to choose correctly among the alternatives given. As a result, they did not face any difficulties regarding the reading passage and solving the complex medical problems. It can be stated that, collaborative technique as an educational method would have a positive impact on improving the medical students’ communicative competence. On the other hand, students of control group struggled enough to understand the meaning of medical words and hardly comprehend the passage and failed to cope with the critical time allocated. Therefore, most of the responses given were haphazardly chosen and as a result, there were many mistakes when working individually. Therefore, in reading comprehension, the students read, think creatively and collaborate to solve answer the medical questions together and help each other to do the task in interesting. In addition, when they shared their responsibilities, they reduced their anxiety associated with problem- solving.

According to the analysis, it is clear that, collaborative learning method provided students with good chances to analyze, synthesize, and evaluate ideas collaboratively. The informal healthy classroom setting and ample opportunities facilitated discussion and interaction. This group interaction helped students to learn from each other’s social skills, and experiences. The students had good opinions by giving reasons for their judgments.
4.2.0 Hypothesis One

Table No.(4:2) Improving Students' Communicative Competence

<table>
<thead>
<tr>
<th>sample</th>
<th>SN</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>SD</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1</td>
<td>15</td>
<td>6</td>
<td>78%</td>
<td>40</td>
<td>20%</td>
<td>4</td>
<td>2%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
<td>10</td>
<td>8</td>
<td>54%</td>
<td>84</td>
<td>42%</td>
<td>8</td>
<td>4%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>3</td>
<td>84</td>
<td>8</td>
<td>42%</td>
<td>96</td>
<td>48%</td>
<td>12</td>
<td>6%</td>
<td>8</td>
<td>4%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
<td>36</td>
<td>18%</td>
<td>136</td>
<td>68%</td>
<td>0</td>
<td>0%</td>
<td>16</td>
<td>8%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Instructors</td>
<td>1</td>
<td>44</td>
<td>3</td>
<td>88%</td>
<td>6</td>
<td>6%</td>
<td>0</td>
<td>0%</td>
<td>3</td>
<td>6%</td>
<td>0</td>
</tr>
<tr>
<td>Instructors</td>
<td>2</td>
<td>40</td>
<td>8</td>
<td>80%</td>
<td>8</td>
<td>16%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Instructors</td>
<td>3</td>
<td>30</td>
<td>13</td>
<td>60%</td>
<td>13</td>
<td>26%</td>
<td>0</td>
<td>0%</td>
<td>7</td>
<td>14%</td>
<td>0</td>
</tr>
</tbody>
</table>

A) Collaborative Learning, Developing and Promoting University EFL Students' Communicative Skills are related

The above table indicates that:

This hypothesis is tested by using the data generated to questions No.1, 2, 3, and 4 in the students' questionnaire, and the answers to questions No.1, 2 and 3 in the instructor’s questionnaire. These reveal the following information:

1. The great majority (98%=SA+A) of the students agree that they can communicate during Collaborative Learning activities, and (96%) develops their communicative competence. About (90%) participate with their friends in extra activities and they are doing better in 'CL' than individual learning. However, only (2%) disagree to participate in grouping.

2. The majority of the teachers (94%) agree that students can communicate effectively during Collaborative Learning work. While (0%) no one disagree to that item.
The questions No.1 and 2 from the instructors’ and question No.1 from the students’ are high correlated that the students' communicative competence are enhanced during 'CL' Activities and produce much more when their instructor has less participation.

General mean of the sample is 1.46, this mean the majority of both instructors and students agree that the instructor should guide them well. Moreover, Collaborative Learning, developing and promoting University EFL students' communicative skills are related.

![Pie chart showing survey results]

**Fig.(4:2)'CL' enhances Students' Communicative Competence**

Having a look at figure (4:2), it is clear that the majority of participants agree that collaborative learning activities enhance their communicative competences and promote develop their foreign language. On the grounds of the foregoing findings, the investigator is able to accept hypothesis one.
4.3.0 Hypothesis Two

*Table (4:3) CL Effect in KSA Universities*

<table>
<thead>
<tr>
<th>sample</th>
<th>SN</th>
<th>SA</th>
<th>%</th>
<th>A</th>
<th>%</th>
<th>SD</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
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<tr>
<td>Students</td>
<td>Q.20</td>
<td>72</td>
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<td>96</td>
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</tr>
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<td>25</td>
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<td>6%</td>
</tr>
<tr>
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<td>10%</td>
</tr>
<tr>
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<td>42</td>
<td>84%</td>
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<td>0%</td>
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<td>44%</td>
<td>25</td>
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<td>6%</td>
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<td></td>
<td></td>
<td>1.46</td>
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</tr>
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</table>

B) Collaborative Groups Affect Learning Environment at Saudi Universities.

This Hypothesis is tested using the data revealed by questions No.5, 20, 21, 22, and 25 in students’ questionnaire and questions No. 10, 11,12 and 22 in instructors’ questionnaire. The items are stated: using relationship builders in supporting and negotiating in interaction among students, so they can speak to each other in a collaborative way.
The students’ items, such as: students need small-group work to understand English, speaking English with their friends and their faculty encourages them using small-group activity. It is better for each student to do activities in grouping. Most of the students like to do activities in grouping and their instructors help them to use such method and try to motivate them as Saudi learners. These reveal the following information:

1. The most majority of the students (83 %) agree that English needs small-group work to be understood. In small-group work, the students like to speak with each other (84 %) and (78%) state that Collaborative learning activities are interesting. The faculty encourages them in such activity (50 %). The instructor treats them in a fair and equal and he or she encourages them (72%).

2. On the other hand, the majority of the teachers (94%) suggest that when they recognize and reward their students’ positive behavior by negotiating and listening to them create a positive climate (80 %). While the teachers asked about using Collaborative learning (CL) in their classes (12.9 %) of them do not use such activity, most of them suggest that 'CL' is suitable and effective technique.

The question No.5 in the students’ questions and question No.10 in instructors’ questions are high correlated that Collaborative Learning is effective in interaction and suitable technique in the educational process.

Therefore, it is an interesting and effective method that affects learning environment at Saudi Universities

On the grounds of the foregoing findings and the general mean is 1.42, the investigator is able to accept Hypothesis Two.
4.4.0 Hypothesis Three

Table No.(4:4) Healthy Environment

<table>
<thead>
<tr>
<th>sample</th>
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<th>N</th>
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<td>68</td>
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<td>108</td>
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<tr>
<td>Students</td>
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<td>120</td>
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<tr>
<td>Students</td>
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<td>80</td>
<td>40%</td>
<td>84</td>
<td>42%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>18</td>
<td>84</td>
<td>42%</td>
<td>60</td>
<td>30%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
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<td>72</td>
<td>36%</td>
<td>88</td>
<td>44%</td>
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</tr>
<tr>
<td>Instructors</td>
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<td>50%</td>
<td>22</td>
<td>44%</td>
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</tr>
<tr>
<td>Instructors</td>
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<td>34</td>
<td>68%</td>
<td>0</td>
</tr>
<tr>
<td>Instructors</td>
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<tr>
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</tr>
</tbody>
</table>

C) Collaborative Learning leads to a healthy classroom atmosphere and self-access learning.

This hypothesis is tested using data provide by questions No.6,9,10,18,19 and question No.23 in the students’ questionnaire, and questions No.13,14 and 15 in instructors’ questionnaire in the above table (4:4). In these items the subjects were asked to say if there is difference between collaborative learning and learning in individuality. It is better for the students to do all activities in groupings. There is a significant difference between doing activities in groups and doing them in individuals (88%) are interesting in 'CL' while (6%) like doing activities in individual learning. About (82%) of the students believe that, "Three heads are better than one", (14%) disagree to follow this saying and (14%) are not sure to use neither Collaborative learning 'CL' nor individual learning 'IL' method. The item 19 from the students' questionnaire reveals that most of
the students relate to each other during Collaborative Learning 'CL' (80%) and (12% disagree) and no strongly disagree among them (0%). The faculty members try to encourage their students by using 'CL' in their classes in item 13 (94%), in question 14 (100%) all of the instructors agree that collaborative learning creates a healthy atmosphere and (0%) disagree that 'CL' creates a democratic environment. In other words that, collaborative learning leads to a healthy classroom atmosphere and self-access learning

4.5.0 Hypothesis Four

Table No.(4:5) Students’ Performance

D) Collaborative learning results in promoting Students’ performance and communicative skills.

<table>
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<th>%</th>
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<th>%</th>
<th>N</th>
<th>%</th>
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<tr>
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<td>6%</td>
<td>32</td>
<td>16 %</td>
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</tr>
<tr>
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<tr>
<td>Instructors</td>
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</tr>
</tbody>
</table>

General mean 1.46

135
This hypothesis is tested using data revealed by questions No.12,13,14,16 and question No.17 in the students’ questionnaire, and questions No.7, 17,19,21 and 29 in instructors’ questionnaire in table (4:5). In these items the subjects were asked about the suitable classroom strategies and activities that promote their academic performance and if collaborative learning improves their achievements and outcomes.

From the above results, it is viewed that collaborative learning approach is interesting for both instructors and students, because the students sit face-to-face to interact to each other and to their faculty and they think creatively to share their feelings and emotions which promote their academic performance. From the above analysis, it is found that collaborative learning results in promoting students' performance, communicative skills and through collaborative and creative thinking students have better outcomes.

While 29% agree to ask the instructor for help. In this way the instructor may not use the relationship builders or have a good relationship with his students, therefore, the students afraid to ask any question or any help from that kind of a faculty.

On the other hand, 72% of the instructors need Collaborative learning to enhance their students’ motivation. While 14% disagree to implement 'CL' activities in their classes. In the same of using 'CL' to satisfy students through Collaborative learning techniques about (48%) agree to the item. While (21%) disagree and (32%) are not sure to enhance their students' satisfaction in 'CL' activities.

Results of the T-test produced a (t=value of (-0.09), (78%, 78%, 80, 88 and 88% in the students' responses and 94%, 84%, 94% and 100% from the instructors responses) which is significantly large to allow the accepting of Hypothesis Four.
4.6.0 Hypothesis Five

Table No.(4:6 )Students' Confidence

<table>
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<th>sample</th>
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<th>SA</th>
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<th>A</th>
<th>%</th>
<th>SD</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>N</th>
</tr>
</thead>
<tbody>
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<td>44%</td>
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<td>8%</td>
</tr>
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<td>Students</td>
<td>Q.1</td>
<td>88</td>
<td>44%</td>
<td>76</td>
<td>38%</td>
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<td>24</td>
<td>12%</td>
<td>12</td>
<td>6%</td>
</tr>
<tr>
<td>Students</td>
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<td>36</td>
<td>18%</td>
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<td>8</td>
<td>4%</td>
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<td>0%</td>
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<td>0%</td>
</tr>
<tr>
<td>Instructors</td>
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<td>0%</td>
<td>5</td>
<td>10%</td>
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<tr>
<td>General mean</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.66</td>
</tr>
</tbody>
</table>

E) Collaborative Learning Results in Motivating Students to Learn with Interest.

The above table(4:6) indicates that:

This hypothesis is tested by using the data generated to questions No.7 11and 26 in the students’ questionnaire, and the answers to questions No. 9, and 18 in the instructors’ questionnaire.

These analyses reveal the following information:

1. The majority (88%) of students agrees that, they feel more comfortable and confident working with others and (93%) of them agree that need doing activities in grouping and that help them to do better inside the classroom. Most of the students (82 %) agree that classroom collaborative learning activity make them active. Moreover, about (82%) participate with their friends in these extra activities like magazines, wall charts, English clubs and other group tasks. However, only (4%) disagree to participate in grouping.

2. The majority of the teachers (94%) agree that small-group work makes their students active, and (72%) of them prefer using collaborative learning to involve students in the educational process.
The question No.9 from the instructors’ and question No.11 from the students’ are high correlated that the students are more comfortable and confident working with others.

General mean of the sample is 1.66, this mean the majority of both instructors and students agree that the students are more comfortable and confident working with others through collaborative learning. On the grounds of the foregoing findings, the investigator is able to accept Hypothesis Five.

### 4.7.0 Hypothesis Sixth

*Table No.(4:7) Collaborative Social Skills*

<table>
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<tbody>
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<td>84</td>
<td>42%</td>
<td>100</td>
<td>50%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
<td>Q.18</td>
<td>84</td>
<td>42%</td>
<td>60</td>
<td>30%</td>
<td>0</td>
</tr>
<tr>
<td>Students</td>
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<td>36%</td>
<td>88</td>
<td>44%</td>
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<td>26</td>
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</tbody>
</table>

F) Collaborative Learning 'CL' leads Collaborative Social Skills and Positive Relationships among Students.

The above table (4:7) indicates that: This hypothesis is tested by using the data generated to questions No.17, 18, 19 and 30 in the students’ questionnaire, and the answers to questions No.22, 26, 27, and 30 in the instructors’ questionnaire.
These reveal the following information:

1. The minority (48%) of the students agree that they feel more motivated when they participate in small-group work activities, and (52%) they do not feel that they are safe and secured with their faculty, this refers to lack of safety and security in colleges and the instructor makes all decisions and class setting and he doesn’t give opportunities for his students to share their ideas and feelings each other. However, only few students disagree to participate in grouping.

2. All instructors (100%) agree that they use different strategies such as group task and problem-solving to increase their students’ motivation and give them choices about learning process. It means that faculty agrees that collaborative learning builds collaborative social skills and positive relationships among students. And about (48.9%) use group-work technique in their classes from time to time.

The question No.5 from the teachers’ and question No.1 from the students’ are high correlated that the students are more motivated in group work activities.

General mean of the sample is 1.67, this mean the majority of both teachers and students agree that the students will be more motivated in Small-Group Work than in individual work. It is clear that students have positive relationships and strong social skills through collaborative learning activities. On the grounds of the foregoing findings, the investigator is able to accept Hypothesis Eight.

4.8.0 Summary

To sum up this chapter, it can be stated that this chapter sheds lights on the actual situation of collaborative learning and its effects on medical students' academic performance and other achievements and social skills by creating a healthy classroom. This actual situation is investigating a questionnaire of 32 items for a number of 250 participants (200 Students+50 instructors). The analysis obtained data through the hypotheses revealed significant and very important results.
CHAPTER FIVE

CONCLUSIONS and RECOMMENDATIONS
CHAPTER FIVE
Conclusions and Recommendations

5.0 Conclusions
This chapter shows the summary of results, recommendations, suggestions for further researches and conclusion. The results of this study appear to support the growing body of literature in favor of Collaborative learning in enhancing Medical students' communicative competences and their achievement. The achievement in the areas of different skills, social skills, communication with each other and their instructors, management skills, professional behavior, improvement, relating to one another, thinking creatively in solving complex medical problem cases, sharing ideas, information and experiences, all appeared to be enhanced through collaborative learning.

The major objective of this study is to enhance medical students' communicative competences through collaborative learning approach. Moreover the study investigated whether there is any difference in academic achievement between the students who learnt through Collaborative work and those who learnt n other learning methods.

The study also attempted to find if there is any significant difference in students' social skills in learning in collaborative learning activities and learning in individuals. The investigation has been carried out through five chapters.

Chapter One is an introduction to the study that highlighted the statement of the problem, the objectives, as well as the hypotheses of the study and the significance of the study, in addition to the instruments of the study, methodology, the sample and definition of the terms.
Chapter Two concentrated on the literature review by focusing on making classrooms and schools more collaborative places and on teaching collaborative skills and healthy learning environment. It highlighted the meaning, definition, types and factors of Collaborative Learning. It also included the nature, characteristics, goals, benefits and problems of 'CL' and its effective methods, strategies and activities affect the students' performance and achievement. The chapter covered the new shift of students' centered. Moreover, the chapter discussed the previous studies and its contributions that supported this study.

Chapter Three highlighted the methodology of the research. It focused on the research design and methodology used to accomplish the study. It gave a detailed description of the population of this study, a description of samples of this study.

Chapter Four stated the description of data analysis and discussion. This chapter revealed the results, summary, findings, recommendations, suggestions and conclusion.

The survey of literature revealed a significant relationship between participation in these experiences and deeper learning as well as the development of learning and collaborative learning skills. Further, collaborative learning appears to increase a sense of community, which has been shown to be closely linked to students’ enhancement, motivation, encouragement, satisfaction and retention. It was also found that the effective teaching and learning a language needs innovative and effective learning methods, strategies and techniques through collaborative learning. Also, it is found that the 'CL' creates a healthy classroom environment providing ample opportunities which enable instructors to make good relation with their students who are motivated to help and relate to one another, and therefore can do more work in a short time.

The review of literature indicated that the students will more like each other; help one another and small-group work creates a positive classroom climate. It is expected that the results of this study will be of some value for those who are concerned with
healthy classroom and students centre interaction as well as those who are interested in foreign language teaching and teaching strategies in particular. This study will provide first hand information about impact of Collaborative Learning groups on Saudi Arabian medical students' achievements and the students’ attitudes towards such strategies and activities, their motivation, enhancement, interests, feelings and emotions for language acquisition and better outcomes. It is hoped that the findings of this study would help in the suggestions of teaching strategies, techniques and tactics that lead to more positive attitudes towards teaching and learning English language.

In the light of the findings of this study, the researcher concluded that:

1. Collaborative learning is more effective as a teaching/ learning approach as compared to traditional teaching method.
2. Collaborative learning is good for all students.
3. Collaborative learning can improve student’s participation, enhancement, interest, attendance and performance.
4. Collaborative learning can promote student comfort and confidence within the classroom and increase participation among shy students.
5. The above research findings can answer the research questions.

5.1.0 The Important Findings of the Study

1. There is a significant statistical difference between the performance of the subjects who were taught through Collaborative learning method and those who were taught through traditional methods.

2. Collaborative Learning 'CL' increases students' motivation, participation, self-esteem and positive attitude towards learning.

3. It is viewed from data analysis; that collaborative learning is more effective interaction and suitable technique than the other non-collaborative approaches. in the educational process. Although the majority of instructors agree that 'CL' is effective and important approach, really few of them use it in their classes.
4. Collaborative learning is an easy and perfect teaching model for EFL instructors by developing team skills.

5. It is assumed that students in Collaborative Learning activities and complex medical problem-solved will feel more liked by their classmates because of the increased opportunities to interact with one another and relate to each other.

6. Collaborative Learning creates opportunities allowing shared knowledge, ideas, information, experiences and authority among students and instructors.

7. Collaborative learning is the best option for all students because it demonstrates more positive student outcomes in academic achievement.

8. Collaborative learning implies the sense of belonging to community in which students feel more comfortable and more confident than working in individual work.

9. Collaborative learning promotes innovative learning techniques lead to higher achievement and class attendance.

10. Collaborative Group Learning has a great influence on learning environment at Saudi universities.

11. Collaborative Learning promotes and develops more heterogeneous and interpersonal relationships among students with each other and student-faculty interaction.

12. Both faculty and students by implying "three heads are better than one" as one team, they can do more work in shorter time.
13. As a result of employing collaborative learning activities, strategies and methods, the faculty might feel less stress. Although the faculty is still responsible for the learning in the classroom, some of the authority is delegated to the students. Even if a faculty uses collaborative learning on only a few occasions, it might give a welcomed relief from the traditional instructional format.

5.2.0 Recommendations

The findings from this study encourage further generalization using populations from different universities and institutes from different countries. The research findings in collaborative learning also convince that collaborative learning can help students improve their academic achievements, social skills and leadership all over the world.

The results of this investigation highlighted some of the factors that influence using collaborative learning work in Jazan University. Bearing in mind these outcomes; here are some recommendations to improve the standard of English Language Teaching (ELT) among students can be suggested:

1. The study recommends the application of collaborative learning 'C.L.' in EFL classroom interaction for creating a healthy environment which will provide ample opportunities for enabling the instructors and learners making good relations with each other.

2. The study also recommends that instructors use collaborative learning for motivating and encouraging EFL learners to be autonomous and self-reliance. Practically speaking, the study recommends 'C.L.' for maximizing learners' talking time far better than what is in the lock-step technique which is now considered as an old fashion.
3. Students enhance their communicative competence in more negotiation, creative thinking for meaning and solving complex medical problems in collaborative learning activities than in lecture-centre, whole-class setting.

4. Instructors who are described as ‘agents of change’ need to be aware of the potential problems arising between the culture of their learners and new techniques and strategies. They would be well-prepared to face the problems of the students inside the classroom. It is often said the best way to learn English is to go to Britain or to America where you can hear people use the language, therefore; our teachers should be given opportunities to visit either England or USA for summer courses, they share their thoughts with Native Language Learners ‘NLL’.

5. It is recommended that colleges pay attention to the extra-curricular activities. This will provide a less formal atmosphere and a democratic environment for learning a foreign language. However, this requires that the English lecturer to establish clubs and societies in their universities.

6. Faculty members and authorities must face traditional methods of teaching and learning by introducing collaborative learning work and getting the students to accept the idea that learning will take place even without explicit direction from the instructor.

5.3.0 Suggestions for Further Studies

The researcher suggests that more studies have to be done in the field of Collaborative learning. There is also a need for further research that would describe the conditions under which Collaborative learning activities improve achievement and promote gains in the domain of EFL teaching.

The suggestions below can help researchers set up formal collaborative learning groups and study teams. If they have never done group work in their classes, they
might want to experiment first with informal learning groups. Two other tools, "Leading a Discussion" and "Learning Communities" describe a variety of easy ways to incorporate informal learning groups into your courses. "Helping Students Write Better in All Courses" discusses informal collaborative writing activities.

1. Investigating the effect/effectiveness of using Collaborative learning strategies to develop reading, writing, speaking and listening skills for the English majors at the Faculties of Education.

2. Exploring the effect/effectiveness of using Collaborative learning strategies on the students' attitudes toward English as a foreign language.

3. Investigating the effect of 'CL' on medical students' other achievements and communicative competences in patient evaluation, program planning, implementation of treatment, communication, management skillful powerful behavior, and documentation.

4. Finding out other aspects of collaborative Learning as a model that has been found to encourage collaboration and cooperation among students.

5. Investigating the impact of Collaborative learning work on EFL students' outcomes in other universities and institutes in other countries.

6. Finding out telecollaborative learning strategies on Students' responsibilities for their learning and cases.

7. Discovering the effect/effects of collaborative learning on the faculty teaching strategies inside a class.
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APPENDICES
APPENDICES

Appendix 1

The Students’ Questionnaire

Dear student,

You are requested to answer the following questions for the study entitled “Enhancing EFL Saudi Arabian Medical Student’ Communicative Competence through Collaborative Learning”. Your answers will be treated confidently and only for the purpose of the study. Thanks

Please read these questions and circle your answer:

1. I can communicate with my friends easily through collaborative learning.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
2. Collaborative learning enhances my communicative skills.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
3. Collaborative activities help me to do better inside the classroom.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
4. English is a difficult subject and it needs Collaborative learning to be understood.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
5. I do not like to speak English with my friends.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
6. It is better for me to do all language activities in groups.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
7. I feel more confident in Collaborative Learning.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
8. I would prefer if the lecturer used Collaborative learning,
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
9. Collaborative learning offers opportunity for me.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
10. I am able to interact easily with my friends and my teacher during Collaborative learning.
11. I feel the need to collaborate with other students in class.
13. I can usually get a lot more done in a shorter time through collaborative learning.
14. It is good to help each other doing exercises except during the test.
15. I'm able to learn more and understand things better through CL.
16. CL make assignment more fun.
17. I can solve a problem in a faster and easier way collaborating with friends.
18. To me" three heads are better than one" is definitely true.
19. We can relate to each other more than the teacher.
20. I really like working in groups.
21. Learn to work collaboratively with other students is necessary.
22. My lecturer treats all students in a friendly and fair manner.
23. My teacher gives all students opportunities to be involved inside and outside the classroom.
24. My lecturer lets me make some choices about kinds of activities in the classroom.
25. Group discussion is interesting.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
26. A classroom Collaborative learning activity makes me active.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
27. I feel more motivated when I participate in Collaborative than in individual learning.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
28. I feel more motivated and interested during English classes.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
29. I feel shy when I make a mistake among my classmates through CL.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
30. Working in groups stimulates my critical thinking.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
31. Our lecturer always encourages us to work in groups.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
32. Asking the lecturer for help is a good thing to do.
a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
Appendix 2
The Faculty Members’ Questionnaire

Dear Colleague,

This questionnaire is designed for educational purpose. It is a part of study entitled

“The Effectiveness of Collaborative Learning in Improving Tertiary Students’ Communicative Competence”  (A case study of Medical Students at JU-KSA)

A thesis submitted in fulfillment of the requirements for PHD Degree in ELT. It is designed to investigate the enhancement of EFL Medical Student's communicative competence by using effective Collaborative Learning. We have no doubt that you will answer its items with great care and consideration. Your answers will be treated confidentially and only for the purpose of the study. Any comments will be much appreciated. Thanks

Name : (optional) …………………… Age: ……. Gender: a. M ( ), b. Fe ( )
Nationality:……….. Education: ……….University:……………. College:………

For faculty member’s self-evaluate. Please circle your answer:-
1. I can communicate and interact with my students easily through collaborative learning.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
2. Collaborative activities help me to do better inside the classroom.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
3. Collaborative learning enhances my students’ communicative skills.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
4. I need Collaborative learning to enhance my students’ motivation.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
5. I have had the opportunity to apply collaborative learning and similar materials in my work.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
6. I always encourage my students to work in groups.
   a- Strongly agree   b-Agree   c- Strongly disagree   d- Disagree   e-Not sure
7. It is better for me to do all language activities in collaborative learning
a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

8. Collaborative Learning helps me obtain high level of innovative teaching?

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

9. I’m more confident in the using of Collaborative Learning?

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

10. I would prefer using Collaborative learning to involve all my students in the educational process.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

11. Collaborative learning offers ample opportunities for my students?

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

12. I’m able to interact with my students during class, using the available Collaborative learning?

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

13. I usually encourage and involve my students during lectures

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

14. Collaborative learning facilitates a democratic learning environment by creating a healthy classroom atmosphere.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

15. Collaborative learning creates a positive classroom climate.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

16. Collaborative teaching helps students to be well-motivated.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

17. Collaborative learning promotes students’ performance.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

18. Students feel more comfortable and more confident when working with others?

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

19. Application of Collaborative learning can develop students’ interactivity, productivity and creativity.

a- Strongly agree     b-Agree     c- Strongly disagree     d- Disagree     e-Not sure

20. Collaborative learning strategies suit my students.
21. Application of Collaborative learning can develop students' interactivity, productivity and creativity.

22. I usually treat my all students in a friendly and fair manner.

23. Collaborative learning gives opportunities for students to be involved inside and outside the classroom.

24. I let my students make some choices about kinds of activities in the classroom.

25. Students feel more secured and safe during Collaborative learning.

26. To me" three heads are better than one" is definitely true.

27. I really like teaching my students in small groups.

28. Collaborative learning enhances my students' satisfaction working with their classmates.

29. I can usually get a lot more done in a shorter time through collaborative learning.

30. My students can solve a problem in a faster and easier way collaborating with friends.

31. Group discussion is interesting.

32. I use different strategies to increase students’ motivation, such as group task, problem-solving, jigsaw and allowing student choices about learning.
## Appendix 3A

### Students' Responses

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### Appendix 3B

**Instructors' Responses**

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Appendix 4
List of Referees

The judgment of the tools was carefully examined and revised by a group of associate and assistant professors.

The following table shows those who have participated in the process:

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<td>PH.D</td>
<td>Head of Educational Unit</td>
<td>Jazan University</td>
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<tr>
<td>Dr. Osama Nurain</td>
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<td>Assistant Professor</td>
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<td>English Dept.</td>
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<td>Vivek Kumar Devidy</td>
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<td>Mr. Mahir Abdul Aleem Ahmed</td>
<td>MA</td>
<td>Lecturer</td>
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<tr>
<td>Mr. Mustafa Eltureifi</td>
<td>MA</td>
<td>Arts College Coordinator</td>
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Appendix 5 Tests and Tasks

Appendix 5A
Medical Terms Definition

Direction: In groups of five...

Circle the correct answer below

1- Oncologist is a doctor who specializes in .........................
a. disease  b. tumor  c. blood  d. bones

2- Leukocyte means .............................
a. red blood cell  b. ureter  c. white blood cell  d. hemoglobin

3- Gynecology is the study of ..........................
a. kidney  b. women  c. brain  d. lung

4- The combing form electro means ......................
a. electricity  b- electron  c. heart  d. eosinophil

5- A cell that helps blood to clot is ..........................
a. white blood cell  b- hemoglobin  c. red blood cell  d. platelet
Appendix 5B
Medical Terms Definition

Direction: In groups...

Give the exact meaning of the following terms.

1- Anemia
2- Arthritis
3- Cardiology
4- Cephalic
5- Adenoma
6- Encephalic
7- Sub gastric
8- Dermatologist
9- Hepatosis
10- Ophthalmmo

Appendix 5C
Collaborative Work

Dear students, you are kindly requested to write on the following topic.

The main part of Gastroenterology System is the 'stomach'. In Small Groups of five DISCUSS the statement concerning the 'Stomach':

1. Anatomy
2. Functions
3. Diseases
4. Treatments
Appendix 5 D

Read, Think and Answer

Read the passage and answer the question

The heart is a hollow muscular organ that lies in the middle of the chest between the two lungs. A muscular wall divides the heart into left side and right side. Each side is divided into two chambers by means of a valve. Auricle is upper portion with thin walls and ventricle is the lower portion with thick walls. The heart acts as a double pump. So, its left side receives oxygen-rich blood from the lungs and sends it around the body, while its right side receives the blood that losing its oxygen after taking a round of the body. The one way valves at the openings of auricle keep the blood moving and prevent its back flow. Blood vessels help the heart to do its job and the blood moving and prevent its back flow.

Blood vessels help the heart to do its job and the blood keeps moving around the body continuously. The oxygen-rich blood comes to the heart from the lungs and the heart pumps it to all parts of the body through a net work of tiny tubes called arteries and arterioles. The oxygen-rich blood comes to the heart from the lungs and the heart pumps it to all parts of the body through a net work of tiny tubes called arteries and arterioles. The blood returns to the heart through venules and veins. A network of vessels (capillaries) links the arterioles and venules. These capillaries are where the exchange of oxygen and carbon dioxide between the blood and the body cells takes place. Both the auricles and ventricles contract at the same time. Thus the blood gets pumped into the arteries in spurts — pumping action, can be left by feeling the pulse at the wrist.
Normally the heart pumps (beats) about 70 times a minute. But it becomes faster when we are active or frightened.

**Q3. Circle the best answer:**

1. *The heart is a hollow* ........................................
   a. Chest  
   b. Muscle  
   c. Vessels

2. *The walls of the auricles are*  ........................................
   a. thin.  
   b. thick  
   c. long

3. *The blood that comes from the lungs is*  ........................................
   a. Losing its oxygen.  
   b. oxygen – rich blood  
   c. carbon dioxide – rich blood.

4. *The blood returns to the heart through* ........................................
   a. arteries and arterioles  
   b. vessels and blood cells.  
   c. venules and veins.

5. *The heart lies*  ........................................
   a. In the middle of the chest.  
   b. In the middle of the lungs.  
   c. In the middle of the chambers.

**Q4. Write (T) and (F) for the following:**

1. The lungs send the blood around the body.  
   ( )

2. The heart receives the blood after losing its oxygen.  
   ( )

3. We can hear the pumping of the heart.  
   ( )

4. When we are frightened the heart pumps faster.  
   ( )

5. The exchange of oxygen and carbon dioxide takes place in capillaries.  
   ( )
**Q5. Match column A with column B.**

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<td>1. Upper portion.</td>
<td>a. Venules and veins</td>
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<td>2. Pumps blood to all parts of the body</td>
<td>b. Atrium (auricle)</td>
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<td>3. Normal beats</td>
<td>c. The heart</td>
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<td>4. Blood vessels</td>
<td>d. About 70 times</td>
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<td>5. Return blood to the heart</td>
<td>e. Help the heart to function</td>
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*End of Questions*

*Best of Luck and thanks for being so kind, cooperative and helpful*