COLLABORATIVE LEARNING IN ESL CLASSES

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ANNOTATION: Using collaboration to teach language is an excellent way to engage students, encourage language fluency, and help them develop a variety of skills necessary for effective communication. Teachers can empower students to actively participate in their own learning, foster peer support and engagement, and accelerate the development of critical language skills by fostering a collaborative learning environment. Collaborative language learning offers learners fascinating opportunities to improve their language skills, comprehension of other cultures, and general language competencies.

Key words:collobration,peers,engagement,collaborative learning.

1.INTRODUCTION

A pedagogical strategy that stresses the active involvement and cooperation of teachers and students in the language learning process is collaboration in language instruction. It entails establishing a welcoming and dynamic learning atmosphere where students cooperate on a range of linguistic assignments and projects, work together, and communicate meaningfully. Collaboration is becoming more and more acknowledged as a successful strategy for encouraging critical thinking, language learning, and communication skills improvement. We will examine the idea of cooperation in language instruction in this introduction, as well as its importance in developing interesting and productive language learning activities.

2.LITERATURE REVIEW

Collaborative learning and cooperative learning are two separate approaches developed independently by two groups of scholars around the same period of time in the 1960 and 1970 s. Due to their different origins and intertwined paths of development, they have their own distinct features while sharing many similarities. The relationship between collaborative learning and cooperative learning can be confusing. Therefore, this paper provides a brief historical review of collaborative learning and cooperative learning to identify the origins of each, where they diverge from each other, and where they are aligned. This paper examines the definitions of the two terms and compares their characteristics. This is followed by a discussion of their historical development in the last fifty years: early development between the 1960 and

1970 s; maturation in the 1980 and 1990 s; convergence in the mid-1990s; and the emergence of Computer-Supported Collaborative Learning (CSCL) in the late 1980s. Finally, this paper summarizes the four paradigms of mainstream research on collaborative and cooperative learning, namely, the "effect" paradigm, the "conditions" paradigm, the "interaction" paradigm, and the "design" paradigm.

3.METHODOLOGY

Collaborative learning can take place in bigger groups or among peers. Peer learning, often known as peer instruction, is a kind of cooperative learning in which students exchange ideas or work through discussions in small groups or pairs. Educational experts have discovered that through peer instruction, students teach one other by addressing misunderstandings and clearing misconceptions, which is similar to the notion that two or three heads are better than one.

Participants of the interview:

U.A ,2 years experience,conducts 2-3-4-6 grade pupils at 29th school in Satkak;

B.X,2 years experience, teaches 5-6 grade pupils at 42th school in Besharik ;

M.M ,2 months experience ,teaches 10th grade students at 16th school in Bagdad;

M.X, 2 years experience,conducts 2-3-4-6 grade at 27th school in Chimyan;

G.X,a year experience ,conducts 3-4 grade students at 10th school in Buvayda

Research method:One technique in qualitative research for gathering primary data is the interview. It entails finding out what one or more people think about a business, a product, or a subject. Researchers can get comprehensive data with this strategy that may not be possible with other research techniques.

When: 19th of October   **Where**: At university   **How**: Face to face

Data collecting tool: Interview.

Interview questions:

1.How to divide students into groups when you give activities during the lesson

2.What are the positive sides of collaborative activities

3.How do you manage group members and assesment during the lesson

Data analysis and discussion.

Almost all of my interviewees had similar responses. Three of my students answered to my first question by saying that they utilize a number of colourful stickers to divide into groups They think that it is the best way and it is very user-friendly. However,the rest of my two respondents replied to this question different way which they pay attention to the number of students in the group. They can easily divide students if the students are enough.

In response to my second question U.A,B.X they discussed about this question and answered very well that students can share their experiences ,interests and ideas one another. As a result,They can learn new information listening each other. M.M,G.X ,M.X gave their responses like to other students. There are mixed -ability students in

each group that some of the students are active and the others are not.While working group in the team,passive students may learn much information from them.

For my third question they gave their responses clearly. B.X,M.X said that they would be fairly to assess the students. They paid attention students 'level and participation ,such as politeness and etc.And engage in students for the lesson move around the classroom to monitor student progress, provide assistance, and address any questions or concerns. Being present and accessible helps students feel supported and engaged.However,the rest of the respondents replied very differently that in engage students for the lesson periodically check for student understanding by asking questions, conducting brief assessments, or encouraging student feedback. This ensures that students are following the lesson and absorbing the material.In addition to this ,Visual aids, such as presentations, diagrams, and videos, can enhance student understanding and engagement. Visual aids break up the lesson and can help maintain students' attention.

5. CONCLUSION

Numerous research lead us to the conclusion that collaborative learning fosters the growth of critical thinking via discussion, thought clarification, and idea appraisal. For the most part, traditional classroom instruction and group learning are successful in imparting factual knowledge.When students actively collaborate with their peers, they frequently experience increased motivation and engagement. An improved attitude toward learning and improved information retention can result from this increased participation.

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