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## RESEARCH ARTICLE

### THE IMPACT OF COLLABORATIVE LEARNING TO THE ORAL PROFICIENCY AND SELF EFFICACY OF THE KOREANS LEARNING ENGLISH AS A FOREIGN LANGUAGE IN LSPU, PHILIPPINES.

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#### Abstract

Motivation is a powerful and effective variable in the second language acquisition (Liu M. 2007). Hence, in the learning of the second language, motivation is affected by numerous language related factors like culture, community; learner factors such as self-efficacy, causal attribution, goal orientation and the learning situation; and the learning situation about the teacher, the teaching method, the syllabus, among others.

Every year, Changwon Moonsung University, the partner of Laguna State Polytechnic University in Korea, send students to participate in a one-month Intensive English Language Proficiency Course in LSPU, as part of the international academic collaboration of two universities.

As expected, upon arrival in LSPU, these Korean students could scarcely use the English language orally due to lack of ability to carry out the task, and inadequate confidence to cope with the challenges associated with language learning.

But after a few days of rigid English language exposure, observable changes take place. Hence, during the learning process, it is necessary for learners to have strong sense of confidence within them as they make efforts to learn a foreign language in a short period of time.

After one month, this study revealed the significant impact or effect of collaborative learning to the oral proficiency and self-efficacy level of the Koreans learning English as a foreign language in Laguna State Polytechnic University.

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#### Introduction:-

Korean people's difficulty in learning English as a means of communication could be attributed to a number of factors. One, is the fact that in many developing countries like Korea, the system of education utilizes mother tongue based education model in which initial instruction begins in children's mother tongue. Another is the dialectal differences which exist for each language which makes it difficult for Koreans to pronounce various phonemic sounds. These are some of the major considerations why the Korean nationals have difficulty in learning English which is now one of the widely used means of communication in the world's businesses, economics, science, and education to name a few.

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Another consideration as pointed out by Yap (1981), is the fright of an individual and his defect in pronunciation of words clearly and correctly, which are the primary reasons why in front of people, Korean English learners appear to have shaky voice, inferiority and other manifestations of anxiety.

However, to become abreast with the advancement of the world of technology, to become competent members of the world community, and to be “in” in the world of professionals, learning English has become not only a must but a passion among majority of the Korean people.

These are the reasons why many students from Changwon Moonsung University participate in the Intensive English Language Proficiency Course offered by Laguna State Polytechnic University. It is because they believe that one-month in LSPU may profoundly contribute to the improvement of their English proficiency, and may enhance their self-efficacy. They would like to take advantage of the environment of people who do not only understand English but are confident of using English as a means of communication. Also, learning collaboration with the Filipino learners contribute greatly in the advancement of their communication skill.

This study on collaborative learning is heavily rooted in Vygotsky’s views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning methodology.

### **Methodology:-**

This study is experimental in design. The independent variable is the method of instruction in terms of collaborative learning in different learning areas in English such as reading, speaking, listening, writing, and vocabulary development. The dependent variable comprised of the pre-evaluation and post-evaluation of the Korean students’ self-efficacy level. The evaluation is an individual proficiency assessment and a questionnaire to assess the students’ self-efficacy level.

The population consisted of 19 Korean exchange students from Changwon Moonsung University. They were pre-selected in Korea and were part of the Student Exchange Program between Laguna State Polytechnic University and Changwon Moonsung University, Korea.

Pre-evaluation language proficiency examination was undertaken to the foreign students prior to the collaborative learning experiences.

There were lectures and activities in various learning areas in English such as reading, speaking, listening, writing, and vocabulary development. 19 Koreans were involved in class which grouped with Filipino students (college level) during the execution of lessons from the discussion part, to clarification of ideas and evaluation.

Post-evaluation language proficiency examination was undergone after four weeks of classroom collaborative interactions.

The self-efficacy level of the Korean students was measured utilizing a questionnaire.

When implementing collaborative learning, the concept and the learning structure were explained to the students emphasizing on the key elements of the collaborative process. The students were instructed to cooperate and listen carefully to teacher’s instruction/comments/suggestions. Every student was given opportunity to contribute his/her ideas/opinions.

Groups were formed using self-selection, hence, each Korean student had a Filipino partner. As cited by Fui Fong Ho and Hong Kwen Boo (2007) from Johnson & Johnson (1993) cooperative learning is structuring smaller groups (two or three) so that students work together to maximize their own and each other’s learning. In this study, there were 19 Korean students and 19 Filipino students that make up a class of 38 students.

The instruments used in this study was developed by the writer patterned on the English Proficiency Test (Fulcher-Hasselgren Data-Based Fluency Scale). The Language Proficiency Assessment was designed to measure the students' fluency, listening comprehension, grammar, pronunciation and vocabulary among others. To measure the self-efficacy, a set of self-efficacy questionnaire mainly focused in rating their confidence level weredistributed and answered by the Korean students.

#### Analysis and Interpretation of Data:-

**Table 1:-**presents the Mean Scores and Standard Deviation, including the Remarks in the Pre-test and Post-test to measure the Koreans' Proficiency Level.

**Table 1.** The Mean Scores of the 19 Korean Students in the Oral Proficiency Test

No. Of Respondents	Pre-Test Mean Scores	Standard Deviation	Post-test Mean Scores	Standard Deviation	Remarks Pre-Test	Remarks Post-test
1.	3.50	0.84	5.0	0.00	HL	VHL
2.	5.0	0.00	5.0	0.00	VHL	VHL
3.	4.83	0.41	4.83	0.41	VHL	HL
4.	4.33	0.52	5.0	0.00	VHL	HL
5.	3.0	0.41	5.0	0.00	ML	VHL
6.	3.83	0.75	4.67	0.52	HL	VHL
7.	2.50	0.55	4.50	0.55	ML	HL
8.	3.17	0.75	4.17	0.75	ML	VHL
9.	2.33	1.03	4.50	0.55	LL	ML
10.	4.33	0.82	4.33	0.82	HL	ML
11.	2.67	0.52	3.0	0.00	ML	HL
12.	2.50	0.55	3.0	0.00	ML	ML
13.	3.83	0.41	3.50	1.05	ML	ML
14.	1.83	0.75	1.83	0.75	LL	ML
15.	4.67	0.52	5.0	0.00	VHL	HL
16.	2.50	0.55	3.67	0.82	ML	ML
17.	4.17	0.75	4.33	0.82	HL	VHL
18.	4.33	0.52	4.50	0.55	HL	HL
19.	2.83	0.41	4.67	0.82	ML	HL
<b>Over All</b>	<b>3.43</b>	<b>1.10</b>	<b>4.24</b>	<b>1.0</b>	<b>Moderate Level</b>	<b>High Level</b>

The table reflects that in the pre-test mean scores for the English proficiency level among the 19 Korean students, an average mean score of 3.43 was obtained with a standard deviation of 1.10 and a remark of Moderate Level; for the post-test mean scores, there was an obtained overall average mean of 4.24, a standard deviation of 1.0 and a remark of High Level. The results show an increase in the English proficiency level of the foreign students after the one-month Intensive English Language Proficiency Course from moderate level to high level.

The data reflects further a minimum increase in the proficiency level which could be attributed to the short period of time studying the English language through collaborative learning approach with the Filipino students.

**Table 2:-**presents the Pre-test Mean Scores of the 19 Korean Students per Item in the Oral Proficiency Test

Item	Pre-test Mean Score	Pre-test Standard Deviation	Verbal Interpretation
1. Fluency	3.47	0.81	High Level
2. Listening	3.47	1.10	High Level
3. Comprehension	3.02	0.92	Moderate Level
4. Grammar	3.58	0.96	High Level
5. Pronunciation	3.58	0.96	High Level
6. Vocabulary	3.05	1.25	High Level
<b>Over All</b>	<b>3.43</b>	<b>0.97</b>	<b>High Level</b>

Table 2 reflects the Pre-test Oral Proficiency Result per area of competency. It is depicted from the table that fluency, listening, grammar, pronunciation, and vocabulary obtained mean scores of 3.47, 3.47, 3.58, 3.58 and 3.05

respectively, with a verbal interpretation of high level while comprehension obtained a mean score of 3.02 with a standard deviation of 0.97 and verbal interpretation of moderate level.

According to Nunan (2009), the language proficiency of individuals including the structure, and measurement continue to be controversial in language testing. Normally, a speaking proficiency test is given to assess three important elements of the English such as pronunciation, grammatical structure and vocabulary, hence, Fulcher Hasselgen Data-Based Fluency Scale intends to evaluate nine(9) areas of speaking such as accent, pronoun confusion, fluency, initiation and sustaining of conversation, listening comprehension, grammar, vocabulary, question formation, and prepositions. The test aims to determine at a highest level, the speakers ability to demonstrate confidence, expand and support utterances and respond quickly to a given subject.

**Table 3 presents the Post – test Mean Scores of the 19 Korean Students per Item in the Oral Proficiency Test**  
**Table 3.** Post-test Mean Scores of the 19 Korean Students per Item in the Oral Proficiency Test

Item	Pre-test Mean Score	Post-test Standard Deviation	Verbal Interpretation
1. Fluency	4.26	0.81	High Level
2. Listening	4.11	1.10	High Level
3. Comprehension	4.21	0.92	High Level
4. Grammar	4.42	0.96	High Level
5. Pronunciation	4.42	0.96	High Level
6. Vocabulary	4.0	1.25	High Level
<b>Over All</b>	<b>3.78</b>	<b>0.97</b>	<b>High Level</b>

The table reflects that in the post-test mean scores of the 19 Korean students per item in the oral proficiency test, an overall mean score of 3.78 was obtained with a verbal interpretation of high level in all items.

**Table 4 presents the Self-Efficacy Level of the 19 Korean Students**

**Table 4.** Mean Scores of the 19 Korean Students in Self-Efficacy Level

Korean Students	Self-Efficacy Mean Score	Self-Efficacy Standard Deviation	Verbal Interpretation
1	4.67	1.03	VHL
2	3.93	0.83	HL
3	3.80	0.45	HL
4	3.60	0.50	HL
5	4.60	1.09	VHL
6	4.60	1.14	VHL
7	4.00	1.05	HL
8	4.60	1.05	VHL
9	2.87	2.87	ML
10	3.33	1.77	ML
11	3.73	1.97	HL
12	2.80	2.58	ML
13	3.13	2.57	ML
14	2.87	2.87	ML
15	3.47	2.97	HL
16	3.40	3.25	ML
17	4.64	3.23	VHL
18	3.93	3.70	HL
19	3.79	3.95	HL
<b>Over All</b>	<b>3.87</b>	<b>0.97</b>	<b>High Level</b>

The table explains that with respect to self-efficacy in terms of self-confidence, the 19 Korean students obtained an overall mean score of 3.87 and a standard deviation of 0.97 which is verbally interpreted as high level. This means that the Korean students possess ability to complete tasks and reach goals, hence those with high self – efficacy can successfully engage and complete course-specific academic tasks and can show better academic performance than those with low self-efficacy.

Self-efficacy has something to do with the learner's opinion, about his ability to carry out the task, and the degree to which the learner thinks he has the ability to cope with the training challenges according to Arnold (2000). Learner's self-efficacy influences his choices of the language learning activities and the amount of effort exerted. Those with low sense of self efficacy in second language acquisition regard difficult learning tasks as a threat to dignity; they dwell on their deficiencies and the barriers that they encounter rather than concentrate on how to finish the tasks successfully. Consequently, they are inclined to lose faith in their abilities and are likely to give up the learning tasks. In contrast, learners with strong sense of self-efficacy encounter tough tasks with confidence and will sustain efforts in the face of failures. Therefore, those with high self-efficacy are generally high achievers.

**Table 5:-Presents the Correlation Results with T-tests**

Correlations r	
	Self-Efficacy
Pre-test	0.5483
Post-test	0.3484
Correlated T-test	
Pre-test	2.6225
Post-test	1.4868

It can be gleaned from the table that the oral proficiency tests (both pre-test and post-test) exhibit different relationships with the self-efficacy of the Korean students. The post-test resulted in an r-value of 0.5483 denoting a high positive correlation, while the pre-test resulted in an r-value of 0.3484 denoting a moderately small positive correlation. Based on the critical r value obtained at  $18 - 2 = 16$  degrees of freedom at 5% confidence level which is 4683, the post-test has a significant relationship while the pre-test has no significant relationship at 95% significance level.

These results may mean that after the one-month of collaborative learning, the Korean students acquired more self-efficacy with respect to confidence, hence they become more confident in using the English language for classroom interactions and for conversational or social interactions as well.

### Conclusion:

Based on the findings, the one month collaborative learning has significant relationship to the oral proficiency and self-efficacy of the Korean students, therefore the hypothesis stating that the one month Intensive English Language Proficiency Course focused on collaborative learning has no significant relationship with the oral proficiency and self-efficacy of the Koreans is rejected.

### Recommendations:-

1. Since the one month collaborative learning has significant relationship with the oral proficiency of the students, it is recommended that more innovative and creative collaborative activities be utilized not only in the teaching of the foreign students but also in the teaching of English to Filipino students.
2. The duration of the program can also be extended and more studies can be conducted utilizing other variables that are not yet investigated.
3. Teachers should provide more instructional materials that are fresh and effective to further enhance the teaching of Intensive English Language Proficiency Course.

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