



The Effect of Collaborative Strategic Vocabulary Learning on EFL Learners' Self-Efficacy

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Abstract

Over the past two decades, vocabulary learning strategies appeared to be of much concern and importance in building up a repertoire of L2 learners' lexical knowledge. The present study examined the effects of three collaborative strategic vocabulary learning on students' self-efficacy in third grade junior high school context of Iran. The study employed an experimental design over a ten week period with eighty students randomly assigned to four groups consisting of three treatment groups and a control. Each treatment group received one of the following kinds of instructions on vocabulary learning: (a) meta-cognitive (b) cognitive and (c) memory strategy. A self-efficacy questionnaire was implemented as the pre- and posttest to collect data. The findings suggested collaborative strategic vocabulary learning did not have any effects on learners' self-efficacy. This calls for the need for further research on learner strategies.

Key words: vocabulary learning strategies, collaboration, self-efficacy

INTRODUCTION

Self-efficacy is the gained efficacy of people in a specified field that identifies the amount of challenges or the degree persons would follow behaviors with existing problems (Bandura, 1977a). As with many new pedagogical movements, self-efficacy influences students' behaviors and mental development. In fact, when the learners are more confident in their abilities, that is, having high self-efficacy, they will be more interested in doing tasks, working hard, using learning strategies than learners with low self-efficacy having the same ability and skill (Eggen & Kauchak, 2004). So, self-efficacy is an active feature that is affected by activities or tasks and can be determinant of how individuals do tasks or behave.

According to Eccles, Wigfield, and Schiefele (1998), when learners grow, their experiences increases and they become aware of their abilities; therefore, the learners

behave with more self-efficacy. In this regard, teachers take the pressing role in assisting learners to make strong their confidences and improvements. Therefore, whereas positive emotions and attitudes can make language learning easier, successful learners should develop attitudes about language learning, their own abilities and their use of effective learning strategies for helping their learning (young, 1991).

According with Parks' (1995), learning strategies are mental activities of learners that facilitate learning, systematize and remember knowledge. One of such strategies is collaborative learning that has been focused in education for many years to improve academic, social and responsibility skills and also motivate learners to communicate with their peers and groups within the classroom (Fulk & King, 2001). In fact, collaboration improves cognitive growth because learners use strength of thinking of others in a group. In addition to it, collaborative learning helps learners use others' information in a group and also develop knowledge, skills and attitudes that will be beneficial to students and leads to their successes (Johnson & Johnson, 1987).

Among a variety of collaborative strategies claimed to affect learners' self efficacy, meta-cognitive, cognitive and memory strategies were employed in present study. Therefore, the present study aims to examine the effect of three collaborative strategic vocabulary learning on learners' self-efficacy. It is clear this research study is connected to vocabulary instruction and reveals that there is a powerful relationship between knowing words and comprehending text words (Squire, 1995). In fact, vocabulary knowledge is one of the pressing building blocks of language learning, comprehension of contents and interactions with others (Coady & Huckin, 1997; Stahl, 1998). In addition to it, it is worth mentioning that vocabulary is a strong factor for success in learning English and one member of language skills such as reading and speaking. In this view, instructors and learners know that many of the readings involve word recognition and lexicons and language acquisition is an active process that needs to work on vocabularies in a given context.

The recognition of the role of vocabulary in language learning has continued to grow in recent years. This area of learning was previously neglected due to certain dominant approaches in the 1940's until the 1960's. Of course, during past decade, researchers have pointed out to the importance of vocabulary acquisition for second language learners (Allen, 1983; Laufer, 1986). Although the amount of empirical research on vocabulary acquisition is increasing (e.g., Haastrup, 1991; Mondria & Witde- Boer, 1991), consensus is lacking over issues such as the conceptualization of the process by which vocabulary acquisition occurs, the importance of context use for acquiring vocabulary and the extent to which students do develop specific strategies for vocabulary learning during their language studies.

Its' better learners apply strategies for the vocabulary learning because vocabulary learning strategies focus on the effectiveness in facilitating vocabulary knowledge. Consequently, learners must not forget vocabulary learning strategies as an identified element through reading. In an effort to close look at strategies, the best instruction and evaluation in vocabulary will recommend in reading words, knowing the meaning of a

word within different contexts, using words in reading as well as writing and using word-learning strategies. In this view, words are also learned through direct instruction where students learn words through a structured ways and vocabulary programs should be supported children's vocabulary learning by a mixture of ways of teaching, direct instruction and incidental word learning. In this field, vocabulary learning strategies are as a device in explaining the vocabulary improvement of a foreign language and also.

LITERATURE REVIEW

Vocabulary learning strategies

Arguments for the role of vocabulary have grown out of studies in this field that indicated vocabulary was pressing in stating ones' feeling and ideas to others in communication and interactions. Searching about what helps L2 learners in vocabulary learning is important for learners who understand the worth of vocabulary learning techniques and value of different texts. In this regard, Nation (2008) stated strategy learning as one of the important factors in vocabulary learning and mentioned that learners become independent and strong in vocabulary with strategy learning.

Language learning strategies emerged in the 1960s and since the mid 1980s vocabulary learning strategies (VLS) got more attention by ESL researchers and many studies were conducted on vocabulary learning strategies (e.g., Gu & Johnson, 1996; Mizumoto & Takeuchi, 2008). Gu and Johnson (1996), for instance, examined association between VLS and English proficiency and vocabulary size. It was revealed not only such strategies led to vocabulary retention but also they were associated with vocabulary size.

In this regard, Gu (2003) also examined the effect of vocabulary learning strategy on one hundred Chinese EFL students in pre-university. By this way, they filled a vocabulary learning questionnaire at the beginning and end of the instruction. At the end of the six-month course, these participants utilized different vocabulary learning strategies more than before and this study also showed that there was a positive relationship between vocabulary learning strategies and improvement of learners.

Eggen and Kauchak (2004) as the same as many researchers (e.g., Cohen, 2000; Cook, 2001; Larsen-Freeman & Long, 1991; Oxford, 1990) believed that new data was stored in brain for a long time with learning strategies. In fact, they believed that these strategies could help learners in receiving and comprehending new data in a way that such new information is stored and reconstructed for learning.

Classification of Oxford divided vocabulary strategies into two groups: (1) those for the finding of a new word's meaning and (2) those for consolidating a word once it has been encountered. In this taxonomy, discovery strategies include several determination strategies and social strategies. In fact, a learner may find a new word's meaning through guessing from context, guessing from an L1 cognate, using reference materials, or asking someone else. Another Oxford's (1990) classification consisted of four

strategy groups; social, memory, cognitive and meta-cognitive which seemed best to explain the variety of VLS.

Table1. Taxonomy of Vocabulary Learning Strategies

Vocabulary Learning Strategies (VLS)	Discovery strategies	Determination strategies Social strategies
	Consolidation strategies	Social strategies Memory strategies Cognitive strategies Meta cognitive strategies

Oxford’s system deals with language learning strategies (LLS) in general and assumes not to be able to reveal special strategies used in vocabulary learning. In this field, Schmitt (1997) established a new taxonomy for those strategies users apply determination strategies to find a new word’s meaning and also attempted to suggest a list of VLS and classified them based on one of the last descriptive systems.

Related to taxonomy of Schmitt (1997), social strategies involve learners using communication with others to make easy of their learning and memory strategies composed of those methods helping correlate new materials to previous knowledge. Finally, meta-cognitive strategies involved a conscious overlook of the learning process and making decisions about planning, monitoring, or evaluating the best way to study. A lot of studies) investigated Schmitt's classification (1997) of vocabulary learning strategies (e.g., Cook & Mayer, 1983; Nation, 1990).

In this field, O’Malley and Chamot (1990) also classified such strategies into three categories. The first one is meta-cognitive strategies that involve planning, monitoring, or evaluating improvement. The second one is cognitive strategies that directly impact received data to make it easier for learning. The last one is social/affective strategies that are composed of interaction and connection with others and controlling the affective perspectives of language.

Collaborative learning

Related to collaborative strategy, learners could solve problems although the problems were above their proficiency levels. In addition, assigning collaborative small group work is to help students' master concepts and components of the course and better understand content of instructional texts. In this view, students are encouraged to acquire and apply some strategies to complete tasks for understanding text content cooperatively.

The first strategy is Preview which includes using previous information and examining text structure before reading text. The next is Click and Clunk that students have self-monitored during reading. The third strategy is Get the gist that students write the main idea during reading. The final strategy is wrapping up where students learn to generate

questions and review text after an entire passage (Klingner, Vaughn, Hughes, & Arguelles, 1999).

Collaborative learning is not only helps learners receive success but also can make better academic, social and responsibility skills in students. Van Zant and Bailys' (2002) professional research also revealed that collaboration is an effective way for learners to work each other with a struggling sense, by receiving help, clarifying and reorganizing others' understanding.

Some demonstrated that collaboration between students for learning in educational setting was new (e.g., Slavin, 1983, 1987). Of course, many studies and analyses were conducted from 600 to over 4000 studies about collaborative learning. In addition, during the past 90 years, more than 600 studies have been conducted by a large variety of researchers with different age groups and in different subject area. A lot of reviews of the literature on collaborative learning have been done to focus on a particular technique, compare different techniques and also examine the combination of collaborative learning of techniques; however, most of them concentrated on the effect of collaboration on achievement and focused on social and behavioral results. In fact, cooperative learning methods were effective in increasing motivation for learning and self-esteem, redirecting attributions for success and failure and fostering positive feelings toward classmates.

In this regard, Maheady, Harper, Mallette, and Karnes (2004) studied the effect of collaborative learning on learners' achievement during 8 weeks of instruction. The researcher reported that the majority of the students did enjoy learning and teaching their partners. The result of this research indicated that elementary school students learn better when they teach one another than they do in completely teacher-directed classrooms.

Besides, Carmicheal (2007) studied the effect of peer tutoring on vocabulary learning of fourth grade students (N=20) in the southeastern United States. Carmichael also was to know how tutoring affected students' attitudes about learning vocabulary in a four week period. The results demonstrated a significant increase of vocabulary achievement scores also it was shown that students had a positive attitudes during the intervention.

Bandura (1982) explored a research about the effect of collaborative activities or tasks on 73 college learners' attitude in 4 sections (two face-to-face and two online). Both teacher preparation classes focused on instructional technology (control group and treatment group). In this study, the treatment-group was assigned computer-based training related to collaborative learning skills, knowledge and attitudes prior to the activity. At the same time, the control group received activity-relevant but non-collaborative related training. At the end of this study, comparison of these groups indicated that the classes were successful with pre service teachers and students with fairly high level of collaborative self-efficacy. In fact, these learners thought that they could perform well in collaborative learning groups.

Neo (2003) also administered a collaborative learning classroom with first-year college students and examined the effect of collaborative learning on critical thinking skills and problem-solving. This technique or strategy could be referred to as no-scaffolding model; in other words, just put people together and have them work collaboratively. After treatment, students' attitudes about the collaborative work indicated that the vast majority 86% felt that they preferred to work in groups; although somewhat contradictorily, 36% felt that teamwork kept them from doing their best work. As related above statement, Bandura (1982) stated that collaborative self-efficacy supported the level of a student's belief about whether she or he can be successful in a collaborative learning activity or task.

In addition to above researches, Joyce and Weil (2000) designed a model of collaboration that involves six phases:

- Students face puzzling situations (planned or unplanned).
- Students explore reactions to the situation.
- Students formulate study task (problem definitions, roles, etc.).
- Students analyze progress and process.
- Students reformulate the activity.

Self-Efficacy

Students' self-efficacy about their abilities to learn L2 is a pressing factor of their learning behaviors and efforts (Wu, 2006). As Delcourt and Kinzie (1993) stated self-efficacy referred to individual's confidence in learners' capability to produce specific results.

So far, a host of studies have been conducted on the effect of self-efficacy on L2 learners' behaviors and their achievements that revealed a positive relationship between self-efficacy and L2 development. According to social learning theory, human behavior is specified by connection of his behavior and emotions. In fact, these efficacy beliefs effects on language improvements and learners' successes and consequently high self-efficacy learners face the chance to reach competency through their own and other successes in the tasks. In self-efficacy theory, learners gained self-efficacy in a specific area will be specified their trying, and the degree of persistence of learners (Bandura, 1977b).

According to Bandura's (1977b) theory, learners improve and gain more success with higher self-efficacy and using more strategies. In fact, they gain more success when their self-efficacy beliefs increase and learners become most successful when their instructors use different strategies to help them. Gahungu (2007) also believed that learning strategies could be taught and modified what makes strategy training as an important perspective of language teaching and enhance the role of the language teacher.

Studies of Bandura (1994) shed light on effect of four primary factors on students' self-efficacy. The first one is the positive effect of the learning experience and the self-

efficacy increasing when learners gained success and the negative experience of failure in a subject decrease their self-efficacy. The second factor is when students are role models with their peers, in this situation; they try to do their best in any task. Third, praise and words of encouragement from teachers will make learners to study. Fourth, psychological factors such as fatigue will reduce efficacy and negative emotional sense such as anxiety also reduce efficacy.

Here, Templin (1999) investigated the relationship learners' self-efficacy and their achievements on 74 Japanese students learning English as foreign language. In addition, the participants were in two groups (low-efficacy students and high-efficacy). As a result of two groups' scores (T-test), it demonstrated the difference between the scores of the low-efficacy group and high-efficacy group and there were relationship between high achievement and high self-efficacy learners and low achievement and low self-efficacy ones.

Since mid-1970s, learning strategies have been at the center of attention in L2 learning and also number of researchers examined relationship between self-efficacy, using strategy learning and achievement of learners such as Azrein, Adnan, and Shukeri (2011) that examined the relationship between language-learning strategies and self-efficacy belief in Arabic language learning. The study indicated that self-efficacy was the best predictor in determining students' language learning strategy (LLS) and also language learning strategies had a strong correlation to self-efficacy beliefs.

THIS STUDY

Therefore, the present study is to examine the impact of three collaborative strategic vocabulary learning on learners' self-efficacy. Accordingly the following research question was posed:

- Do collaborative vocabulary learning strategies (memory, cognitive, meta-cognitive) have any effect on learners' self-efficacy?

METHOD

Participations

Eighty third grade female junior high school students ranged in age from 14 to 15 in Chalous, Iran, participated in the present study. They were beginner students randomly assigned to one control group and three experimental groups that each of which included 20 students.

Instrumentations

Questionnaire of Self-efficacy

In order to measure the participants' self-efficacy in vocabulary learning, the Pintrich and De Groot (1990), and Mizumotos' (2013) Motivated Strategies for Learning Questionnaires (MSLQ) was used. It is comprised of seven items that the items were the

same in pre and post-test. The participants responded to the items on a four-point Likert scale ranging from 1 (Not at all true of me) to 4 (exactly true of me).

Instructional Materials

The central instructional tool was a vocabulary-focused strategies instructional section and vocabulary learning based on book of third grade of guidance schools through six reading sections which consisted of six short texts. For the study, some worksheets and cards were used that were related to instructing and practicing vocabulary.

Procedure

Administering students' pre self-efficacy test

Before starting the instructions, three classes were given MSLQ (motivated strategies for learning questionnaire for measuring self-efficacy) to learners in order to assess their self-efficacy in vocabulary learning.

Organizing learners in groups based on pre-test of self-efficacy

Every class was divided five members in three groups for learning collaborative strategies on the basis of the pre self-efficacy and every group had one leader in order to help and control another members of that group. For selecting leaders, students who received high degree of self-efficacy and high degree of English test in pre year were chosen. In fact, every group in three classes included three high self-efficient and two low self-efficient that they were taught vocabularies through readings by same instructor (researcher). Of course, teachers supervise this development through instruction in listening carefully, giving feedback and answering to students' questions.

Teaching Learners in Three Collaborative Strategies

In this study, some specific activities related to three strategies that were administered in three classes on the basis of theories of some researchers (e.g., O'Malley & Chamot, 1990; Oxford, 1990; Ping & Siraj, 2012; Wenden, 1991) that were confirmed. These strategies were used by learners to process linguistic material and manage the learning process. In this way, the following teaching ways of the study were explored on the basis of them. After pre-test of self-efficacy, all students participated in ten 40 minute study sessions that included one session in a week. As mentioned above, the book was third grade of junior high school and hands out were the same in three classes consisting of some unseen activities. Before instruction, the teacher explained students about the purpose of collaborative learning and method of its teaching.

Teaching Memory Strategy

In memory class, the students were in four groups as students in other classes in this study. In every group, there were five members that included three high self-efficient, two low efficient as the leader controlled all members of that group. The teacher played audio file and students listened to the passage. In this method, the teacher used pictures

for words and students repeated words in chunks collaboratively and underlined the initial letter of the new words, that is, they wrote suffixes and prefixes of new words. In addition, they were required to analyze their verb, noun, adjective and adverb of each word, wrote cognates of some words by the helping of high self-efficient learning and then teacher asked what they learned in the class. As an another technique in this group, the teacher used fun for students' learning more such as using cross words and games. In this way, the teacher asked them to answer questions about meaning of the words by matching and drawing definition of some words or using physical actions or memorizing the words with key word method. In this class, students also made new sentences with words collaboratively and teacher asked them to say sentences and check them grammatically and semantically with helping their leaders.

Teaching Cognitive Strategy

In cognitive class, students listened to the CD, identified unknown words and read aloud the words. In this way, the teacher called one group and they repeated the word after checking the pronunciation by leader. Of course, while students repeated the words, they learned the written forms of them. In addition, the teacher asked the learners to create their own structure for newly words in text collaboratively and all groups made sentences with helping leaders. In this group, students took a note of every meaning and important points of new words. As an another technique, the teacher said new words in some sentences and asked them to say other words related to them and consequently students made sentences with related words collaboratively. After instruction, students exposed to words during review again and repeated what they learned by giving hands out and extra exercises.

Teaching Meta-cognitive Strategy

In meta-cognitive class, the teacher asked students the topic of reading and groups guessed some sentences about the content of reading with pervious vocabulary knowledge, known words and key words in a text. In this method, the teacher asked them to say vocabularies which were related to subject of the text that every group did this activity with helping each other and checking them by leaders. In fact, the teacher asked them to say new words of the text and added other words that related to them. Through clues in texts they said the meaning of the sentences, meaning of the unknown words and also underlined important sentences. As another technique, the teacher asked some comprehension questions about the new words were in these sentences so all groups said their understanding about sentences that other groups analyzed them for monitoring their answers. Moreover, students could interact with each other by using new words in texts and made a story with given vocabularies and the teacher asked them some questions to check. In meta-cognitive class, the teacher also gave them scrambled sentences so students unscrambled these sentences. For practicing more, they were given spaced exercises of words to answer collaboratively. In addition, the teacher gave other text with some new words for enhancing their vocabulary knowledge.

Getting Information from Post-test of Self efficacy to Receive Results

After organizing the learners in classes, identifying the leaders, dividing them to four groups and teaching the strategies, the researcher took post-test of self-efficacy to investigate the effects of these collaborative strategies on learners' self-efficacy by comparing them to see which strategy was most effective.

RESULTS

To check the reliability of the scale, the internal consistency of the pre and posttest was taken into account. The Cronbach's alpha reliability index exceeded .7 in both pre- and posttests (.84 and .85 respectively).

The research question was concerned with the possible differential effect of collaborative strategies on the learners' self-efficacy. To check for this effect, a self-efficacy questionnaire was used. Table 2 gives a general overview of the results in pre- and posttests of the control and experimental groups. As depicted in Table 2, there was not a meaningful increase in the mean scores from the pretest to the posttest among the four treatment groups. A comparison of the means of pre- and posttest in the four experimental groups demonstrated a gain score 0.15 for collaborative cognitive, 0.5 for collaborative meta-cognitive, 0.90 for collaborative memory and -2.1 for control group.

Table2. Descriptive Statistics for the Four Groups

	Instruction	Mean	Std. Deviation	N
Pretest	Cognitive	22.7	4.426	20
	Memory	22.2	3.071	20
	Meta cognitive	22.25	3.626	20
	Control	23.25	4.278	20
	Total	22.6	3.837	80
Posttest	Cognitive	22.55	3.9	20
	Memory	23.1	3.567	20
	Meta cognitive	22.75	4.363	20
	Control	21.15	3.924	20
	Total	22.39	3.944	80

The largest difference in the means was observed in collaborative memory strategy and the smallest difference in cognitive and also was a decrease in control group (see Figure 1).

In order to determine whether the observed mean increase was indicative of a significant effect for the experimental groups, a mixed one-way between-within subjects analysis of variance was conducted, with three collaborative instruction type: meta-cognitive, cognitive, memory strategy as the between group independent variables and time interval (pretest vs. posttest) as the independent within group variable.

The results as indicated in Table 3, showed no main effect for time, $F(1) = 0.531, p = .468$; no main effect for instruction, type $F(2) = 0.62, p = .979$; no main effect for time

instruction, $F(3) = 5.204$, $p = 0.003$. As for the result, none of them turned out to be significant.

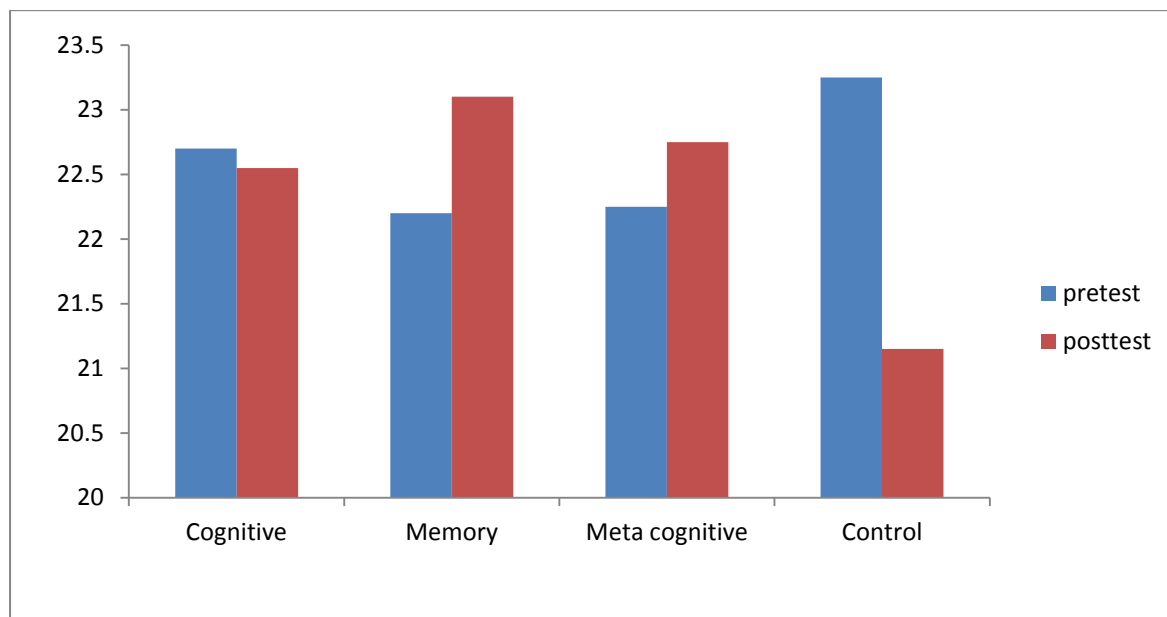


Figure1. Pre and Post-test Means for the Four Groups

Table3. Tests of Between-Within-Subjects Contrasts

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Time	1.806	1	1.806	0.531	0.468	0.007
Instruction	5.119	3	1.706	0.062	0.979	0.002
Time*Instruction	53.119	3	17.706	5.204	0.003	0.17

Furthermore, the partial Eta squared of time (0.007) indicates a little effect size of time meaning that the effect was not practically significant. Also, the partial eta squared of 0.002 suggests a relatively very little effect size for instruction. However, a relatively large effect size was calculated for time* instruction (Partial Eta Squared = 0.170).

DISCUSSION

Some believe that collaborative learning has become more common and has a pressing pedagogical usage because it is demonstrated that it increases students' learning (Antil, Jenkins, Vadasy, & Wayne, 1998; Johnson & Johnson, 1999). Besides, most of the researches showed that the academic learning improvement with collaboration (Springer, Stanne, & Donovan, 1999), while Slavin (1996) stated evaluating success or failure of collaborative learning efforts has predominately been done by measuring individual learning and group learning or performance.

In contrast to what stated above, simply putting students to work together does not result in either good collaborative learning groups or performance achievements (Johnson & Johnson, 1989, 1987). In fact, much evidence shows that students' collaborative efforts are not well-functioning and many times are not beneficial to

collaboration and learning (e.g., Dembo & McAuliffe, 1987; Hogan, Nastasi, & Pressley, 1999).

In this research, the aim was to examine the effect of three collaborative strategic vocabulary teaching on learners' self-efficacy. Analyzing the data gathered through MSLQ, it was found that the three collaborative vocabulary strategies didn't have any effect on learners' self-efficacy, while few researchers found that the students become high self-efficacy with collaborative learning activities (e.g., Wang, Poole, Harris, & Wangemann, 2001).

Across the result of this study, Gist and Mitchell (1992) believed that the more complicated activities, the more reasons that students become high self-efficacy. They argued that collaborative activities are very hard and can change the self-efficacy. In this study, it seems that a collaborative learning may have effect on learners' self-efficacy but it hadn't. It can be stated that learning strategies may be not enough to learners' development. In addition, some other factors such as motivation are needed to use such strategies and should be fostered by individuals or the environments (Armstrong, 1995).

Another explanation to the result of this study is that working with low efficient students needed enough struggling and effort and time to help each other remove problems, do challenging activities and motivate learners (Ormrod, 2000 & Pajares, 2003). So, if the research was longitudinal, collaborative strategic vocabulary learning might have had some effects on learners' self-efficacy.

CONCLUSION

In this study, the researcher investigated the effect of cognitive, meta-cognitive and memory collaborative strategies on EFL learners' self-efficacy; however, no significant effect was found. In fact, it is usual that every research has limitations that can be regarded not as *shortcomings* but as the indicators of potential research directions that need to be addressed in future research studies. First, self-efficacy is an abstract concept so students needed to fill the questionnaire of self-efficacy. Second, operating strategies also was time consuming and setting up the cooperative-learning situations were not easy because it got a lot of time for every session. In addition, because of limitation of time and schools context in Iran, this research could not been conducted for a longer period of time; however, if it was as a longitudinal study, the reliability of the result of this research study could be enhanced more. Therefore, future collaborative strategic vocabulary research should occur over an extended period of time, at least one school year, but preferably over several consecutive years.

To reinforce the methodological design of the study, the larger number of participants in each collaborative condition can be employed. In addition, it is suggested that the same study be conducted with more time interval to examine the effects of these collaborative strategies and the probable results. In addition, this research explored third grade guidance school students' self-efficacy. It is also suggested to consider the

students at intermediate level or upper levels since they may have better knowledge about themselves and their self-efficacy.

Non significance of MSLQ results show that this is an area needing improvement and increased focus. Future research should examine how long-term use of CSV strategies impacts students' comprehension of texts. More research also needs to be conducted in the effectiveness of CSV in improving self-efficacy of learners at the upper levels. Furthermore, future research needs to focus on how teachers can encourage students to enhance self-efficacy while using CSV. Finally, since the sample contained female students in every group, more research needs to focus on the potential effects of CSV on learners' self-efficacy among male students to see whether CSV has any relationship with students' gender or not.

Findings of this study add new knowledge to our understanding about the effect of collaborative strategic vocabulary learning on learners' self-efficacy. There are clear pedagogical implications from this study. Teachers should be informed to regulate students to adopt certain adequate vocabulary learning strategies and the students need explicit instruction in the VLS that support CSV strategies, or at least they need to understand the link between the self-efficacy and CSV terminology.

It is incumbent upon teachers and all educators to help students use the collaborative learning strategies that can most effectively help them develop their language competence. In addition, teachers should strengthen expectations of success rather than failure. To achieve this purpose, teachers need to give learners the tasks at their proper instructional levels and to follow instructional guidelines likely to improve self-efficacy. With the increasing of self-efficacy, teachers can provide instructions for vocabulary learning strategies, or more encompassing concept of self-regulated learning, to help the learners become more independent.

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