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## **Strategies of Cooperative Learning and Usefulness of Educational Games**

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## Aknowlodgment

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Then I thank my parents for their love and support throughout my life;

My brothers and sisters and whole family;

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## **Abstract**

This study aims at exploring the importance of educational games on learning a foreign language and to compare games with more traditional practices as effective learning tools on the basic educational stage students at the school (Hamza Abd Almotolib in Khemis miliana) an experimental research is conducted using on class (1<sup>st</sup> year literature stream), beside teachers from both (literature and scientific stream). To determine the relationship between cooperative learning and educational games among the participants.

The results revealed a positive attitude toward working collaborative by the students and the same for the teachers; they prefer using educational games to help students understand better.

As a result, it is recommended to use games since they are very effective in teaching language and helpful for the teacher as a procedure for language acquisition.

## **Keywords**

Cooperative learning - Educational games - Language acquisition - Foreign language.

## الخلاصة

تهدف هذه الدراسة إلى توضيح أهمية الألعاب التعليمية في تعليم لغة أجنبية، ومقارنة الألعاب بالممارسات التقليدية كأدوات تعليمية فعالة في المرحلة التعليمية الأساسية لتلاميذ مدرسة (حمزة عبد المطلب بخميس مليانة).

وقد تم إجراء هذا البحث التجريبي باستخدام القسم (السنة الأولى شعبة آداب)، بالإضافة إلى أساتذة كل من الشعبتين (آداب وعلوم)، لتحديد العلاقة بين التعليم التعاوني والألعاب التعليمية بين المشاركين. تظهر نتائج التجربة موقف إيجابي اتجاه التعليم التعاوني من طرف التلاميذ وكذلك هو الأمر بالنسبة للأساتذة فقد اختاروا استخدام الألعاب التعليمية لمساعدة التلاميذ أفضل.

نتيجة لذلك يوصى لاستخدام الألعاب التعليمية لأنها فعالة للغاية في تعليم اللغة ومفيدة للأساتذ كذلك

كإجراء لاكتساب اللغة.

### الكلمات المفتاحية:

- ألعاب تربوية
- اكتساب اللغة
- تعليم تعاوني
- لغة أجنبية

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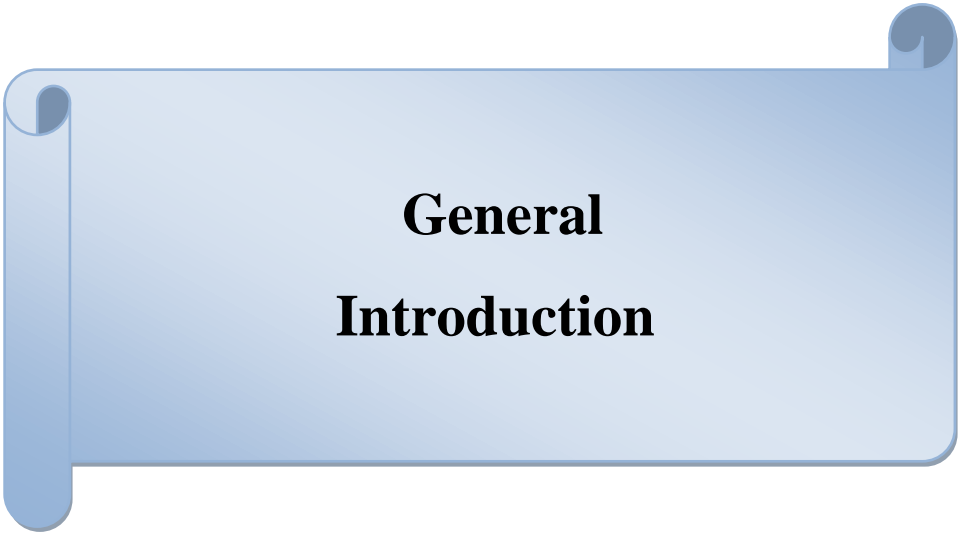


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**General  
Introduction**

### Introduction

Cooperative learning is a hard work; effort is required at every moment and must be maintained over a long period of time. As we need meaning fullness in language learning and authentic use of the language it is useful to follow and create many different techniques and procedures. Through creative procedure we can have an interactive environment which may lead to an improvement in learning. According to students achievements we can assess through utilizing pre. And post tests if our students have Improved or not, and if our procedure is useful, effective or not.

Games and especially educational games are one of the techniques and procedures that the teacher may use in teaching. Games are often used as short warm-up activities or when there is some time left at the end of a lesson.

A game should not be regarded as a marginal activity falling in odd moments when the teacher and class have nothing to do. Games should be used at all stages of the lesson, provided that they are suitable and carefully chosen. Games also lend themselves well to revision exercises helping learners recall material in a pleasant, entertaining way.

All agree that even if games resulted only in noise and entertained students, they are still worth paying attention to and implementing in classroom, since they motivate learners, promote communicative competence and generate fluency and may have a significant role in improving a second language acquisition.

How students interact with each other is a neglected aspect of instruction to helping teachers appropriate interaction between students and materials (textbooks, curriculum, program) and how teachers should interact with one another is relatively ignored.

How teachers structure students interaction patterns has a lot to say about how well students learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have.

In our present research we try to answer these questions, in other words, we try to find out what are the strategies of cooperative learning and to show the usefulness of educational games.

To achieve this purpose we have organized this research as follows:

Chapter one: definition of cooperative learning.

The second chapter is devoted to elements and types of cooperative learning tools.

For chapter three will be on symbolic games of cooperative learning and the last one is for methodology and analyses of the findings.

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**Chapter I**  
**Introduction**

**Chapter one: Introduction**

**I-1- Lay out of the chapter**

**I-2- Definition of cooperative learning**

**I-3- Historical cooperative learning**

**I-4- Objectives of cooperative learning**

**I-5- Features of cooperative learning**

**I-6- Effectiveness of cooperative learning**

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**I-10- Aims of the study**

**I-11- Conclusion of the chapter**

## I- 1- lay out of the chapter

In the mid-1960, cooperative learning was relatively unknown and largely ignored by educators.

Elementary, secondary, and university teaching was dominated by competitive and individual learning. In this chapter, we are going to deal with what cooperative learning mean and how it becomes Important in the educational system through time.

## I- 2- Definition of cooperative learning

It is important first to establish exactly what we mean by cooperative learning we could say that is an instructional method in which students work in small groups to accomplish a common learning goal with the guidance of the teacher, to support each other to improve their own learning as well as that of others. So, what is important to know is how teachers can plan for a cooperative and ménage it in the classroom. It is a highly structured teaching strategy that capitalized the fact many children learn better in the middle of interaction with their pairs. «cooperative learning is the students working to gather to attain group goals that cannot be obtained by working alone or competitively» (Johnson, 1986).

## I- 3- Historical perspective

Prior to World War II, social theorists such as all port, Watson Shaw and mead began establishing cooperative learning theory often finding that group work was more effective and efficient in quality, quantity and overall productivity when compared to working alone. **However**, it wasn't until 1937 when researchers may and Doob found that people who cooperative and work to gather to achieve shared goals, were more successful. In attaining out comes, than those who strived independently to complete the same goals.

**Furthermore**, they found that independent achievers had a greater like of displaying competitive behaviors. Philosophers and psychologists in the 1930, and 40's such as john Dewey, Kut lewin. And deutsh also influenced the cooperative learning theory practiced to day.

Dewey believed it was important that students develop knowledge and social skills that could be used outside of the classroom twin's contributions to cooperative learning were based on the ideas of establishing relationships between group members and achieve the learning goal.



## I- 4 - Objectives of cooperative learning

As schools move closer to the goal of providing education for all learners within inclusive classrooms and schools, increasing amounts of intention and energy, are being devoted to developing pedagogical approaches that are appropriate in heterogeneous classrooms teachers must structure the educational and social environment so that students develop the knowledge skills and attitudes required to interact across both knowledge perceived and actual differences and disabilities. Many teachers who are working in diverse or inclusive classrooms are particularly eager to develop modes of instruction that don't isolate and stigmatize learners with different needs: «everyone writes your book reports and Michael come over here and draw a picture».

Is an approach that only separate learners unnecessarily but also denies all children the opportunity to learn and interact with others in ways that will enhance their academic and social growth.

The realization that completes individualization is not practical or even desirable solution to meeting the diverse needs of learners within single classroom has led many inclusion advocates to promote cooperative learning as the pedagogy choice, over the last 10 years cooperative learning has become accepted as an education schools districts new teachers expect that the teachers they hire will be at least comfortable, if not skilled in implementing cooperative learning strategies in the classroom. **Consequently**, many teaching education programs have increased the number of courses and opportunities for novice and experienced teachers to learn how to design and implement cooperative learning.

Cooperative learning allow students to work together each student cooperative experiencing the role of teacher and of learner and each student modeling recognition for many different skills and learning styles.

There is some teachers and students are uncomfortable with cooperative learning because of they have adopted a particular technique, do not have a sufficient support to implement reactive, multilevel cooperative learning activities that allow students to participate at different levels, with differentiated goals and varying levels of support. **(Cohen, Celeste, M. Brody, Spon, Shevin, 2004:2).**

- To actively involve students in learning process.

- It is a process with requires knowledge to be discovered by students and transformed into concepts to which the students can relate.

- Learning takes place through dialog among students in a social setting.

Cooperative learning has been used extensively within regular education classrooms and special education classrooms. It students with varying talents and learning among for all students with varying talents and abilities, languages reports that cooperative learning is effective in reducing prejudice among students and in meeting the academic and social needs of students at risk for educational failure.

All students need to learn and work in environments where their individual strengths are recognized and individual needs are addressed.

Emotional intelligence is also an important feat of classroom community that requires teacher attention.

All students need to learn within a supportive community in order to feel safe enough take risks.

### **I- 5- Features of cooperative learning**

There are two important in cooperative learning strategies:

**A- A cooperative incentive structure:** it is one where in two or more individuals are interdependent for a reward they will share if they are successful as group.

**B- Cooperative tasks structure:**

It is a situation in which two or more individuals are allowed, encouraged or required to work together on some tasks coordinating their efforts to complete tasks.

The following are the features of cooperative learning

- Learners work in groups to solve academic tasks.
- Mixed abilities, high average and low achievers this makes groups.
- Teams are composed of both sexes (Frey, fisher, Ever love 2009-94)
- The interaction within group is controlled by the members themselves.

**I- 6- Effectiveness of cooperative learning**

Under cooperative conditions wherein individuals are rewarded for group success, the following are observed:

1- The motivation of each member of the group to complete and finish his work (task) is developed.

2- Cooperative in groups promotes exchanging ideas and influence on another, promote respect of others points of view.

3- Group work develops friendliness, willingness to assist and caring and sharing.

4- Cooperative learning group's exhibit less competitive behavior compared to whole class teaching classrooms.

**I- 7- Constituents of cooperative learning**

To qualify as a cooperative work, rather than individuals working in parallel in a group, students must need other to complete the task. Students are expected to group participate in tasks that are clearly constructed and necessary for the groups success. The teacher remains active as a circulating resource and, when necessary an arbitrator, but students should be capable of carrying out their tasks without constant, direct intrusion by the teacher. Students not the teacher are responsible for accomplishing their tasks in the way they think best, with accountability to each other and to the teacher's standards. Ideally there is a clear rubric for individual (Judy Willis, 2007:54), and group assessment, the students and the teacher take part in the assessment process.

- Do you have to use coop. L all the time?

- Should you include parents in C.L?

When setting up lessons for successful collaboration in cooperative groups consider the following that will then be expanded upon with examples of specific cooperative group activities that emphasize each of the five characteristics:

1- All members have opportunities and capabilities, frontloaded if necessary, such that different student can make their own special contribution. The may require planning ways for students with different learning or intelligence styles to make special contribution to the group task.

2- Student learns to respect each other as group members. Often this requires teacher demonstration work role-playing.

3- The group negotiates roles with guidance from the teacher designated roles convey the result from group depending on the nature of task assigned.

4- There should be more than one answer or more than one way to solve the problem or create the project.

5- The activity should be intrinsically, challenging and rewarding. (Judy Willis, 2007, P 540).

### **I-8- Research aims**

The process of including games in language acquisition is an integral part of cooperative learning. This study attempts to describe and explain how educational games can be effectively enhancing students working together.

**Moreover**, this research aims at promoting collaborative work toward student by using some partial games and activities and their importance in teaching a language in Algerian high schools.

#### **I-8-1- Research methodology**

In this study, one research approach is used which is quantitative research method, in this respect; the study is conducted by the use of pupils questionnaire which is designed to twenty "20" pupils who are enrolled in the second year secondary school. In addition to some teachers from the same school from both literature and scientific stream.

Cooperative learning method is one of those modern methods. It aims to develop psychomotor, cognitive and effective domains of the students. Students are encouraged into self-learning methods and to share the knowledge. They have and help each other during the study.

The questionnaire is considered as an effective tool of research as it provides autonomy to the participants by giving enough time to think about the answers and illustrate freely thoughts and views.

**Moreover**, it helps researchers gather evidence by translating the hypothesis into questions.

**I-8-2- Research procedures**

Student's role expectation cooperative learning aims to make students have interaction among group members.

This includes ideas and learning material sharing as well as support each student's group member must take part in group activities in order to achieve the goals ([www.sciencedirect.com](http://www.sciencedirect.com)).

This research is conducted in the form of case study the instrument that is used in this study is a questionnaire, it was designed to elicit point of views of 20 pupils (20) from high school, the pupil's questionnaires entails 10 questions order together data about learners views to find out clear information about cooperative the questions have the form of yes or no questions.

The questionnaire was discussed in class with the presence of the teacher of English the evidence collected from the responses of learners have been analyzed and interpreted in a way that it provides convincing answers to the research questions of this study.

**I-8-3- Results interpretation**

The goal of this work is together data about the importance of cooperative learning, the questionnaire contains 10 questions especially design to secondary school students, same questions tend to know whether students prefer working alone or in groups.

The findings revealed among others that cooperatively thought students tend to exhibit higher academic achievement, greater persistence though graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned motencls, greater time on task and less disruptive behavior in class, ability positive relationships with other students...

This helps them to have more understanding of the subject mother and facilitate new knowledge creation. It equips then with the knowledge and skills to create better ideas for solving situational problems and decision making.

In fact, according to learner's responses, most of them are highly engaged in cooperative works because they feel much comfortable, responsible to ward learning and self-reliable.

Students who do not prefer working cooperatively may suffer from some psychological problems like shyness, anxiety and unsociability. Thus, teachers should pay attention to these

introverted students and not to neglect them, they must take into consideration their learning style, and provide them with special activities that match with their capacities.

### **I-9- Literature review**

One of the most useful strategies to encourage learning a foreign language is using language games. When using games in the classroom it helps teachers as well as for students to have a complete and good understanding of the definition of games as a form of playing for the purpose of rules, competition, and an element of fun. Thus teaching, consider the benefits of games:

The ability to capture student attention, lower students' stress, and give them a chance of real communication. It's important for teachers to choose an appropriate time to integrate games into the regular syllabus so as to finish the syllabus with games.

Games cannot be used, as much as they should be. Therefore, it may be challenging for teachers to try to add some games in class to develop learners' English proficiency of the target language.

Some teachers think that games are a waste of time and prefer not to use them in class because games have been considered first for fun, in fact, games can provide English as a foreign language (EFL) and English as a second language (ESL). Among several strategies use to improve students' language proficiency: Example: visual aids, drama, role play...ect.

**«Encouraged teachers to consider the pedagogical value of games in second language teaching».** They are effective as they provide motivation, decrease student's stress levels, and give them the paper aims to give a clear understanding of what games are and why and how games are used in class.

Language learning is a hard task which can sometimes be frustrating; however, it is required to understand, produce and manipulate. The target language well chosen, good games they give students a break and allow learners to practice language skills, games are highly motivating since they are amusing and at the same time challenging.

### **Further more,**

They employ meaningful and useful language in real contexts and to increase cooperation, games are highly motivating because they are amusing and interesting.

**Also**, they can be used to give practice in all language skills and be used to practice many types of communication «Ayden Ersoz kovs».

Language games are not activities mainly aimed to break the ice between students or kill time. Byrne (1995) gave a definition to games as a form of play governed by rules they should be enjoyed and fun. They are not just a diversion, a break from daily activities, but a way of getting the learner to use the language in the course of the game.

There are a great number of language games, so teachers have variety of choices. **However**, in deciding which game to use in particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into a consideration.

According to carrier (1990) teachers should first know the level of the game to fit student's language level they should choose the game that fits purposes of that or the content. **Also**, teachers should consider student's characteristics: whether they are old or young, serious-minded and highly motivated to learn or not, they consider also when the game should be used.

The main reason why games are considered effective learning aids is that games causes motivation and makes students interested to have positive competition on doing games.

**Moreover**, they become excited and try their best to play, these games (Avedon, 1971).

Naturally when playing games, students are trying to win or to beat other teams for themselves. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities, it can be clearly seen, that games can capture student's attention and participation.

**Moreover**, they can transform a being class into a challenging one another reason why games are often used in language classes is that they decrease students stress in the classroom, in conventional classroom there is a lot of stress put on student trying to master the target language classes is that decrease students stress in classrooms.

Hindrance in language learning process. The process learning language in traditional is by its nature time consuming and stress provoking... raise the stress level to appoint at which it interferes with student attention and efficiency and undermines motivation... one method has been developed to make students forget that they are in class... there is a high level of or unknown grammatical structures, words, texts and so forth.

**Therefore**, students feel uncomfortable and insecure in class, which inevitably affects their ability to learn.

As a result, games can help lower their anxiety, make them feel comfortable, and want to learn. It is believed that when students play games, they relax and have fun.

Since students know that they are playing games and what want to communicate efficiently, they do not worry about making mistakes and do not try to correct themselves in very single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

**Next**, students learn without realizing that they are learning «Schultz, 1988».

**So**, students have to use their own imaginations to explain their bizarre answer.

While trying to explain, students do not worry too much about grammar mistakes because they want to communicate and to explain why it can happen. Apart from, having fun, students do not worry about errors and punishment;

**Moreover**, they will learn a grammatical rule and have a chance to use it.

Another benefit is increasing student's proficiency; playing games in classroom can enormously increase student's ability in using language because students have a chance to use language with a purpose in the situations provided Hadfield (1990) confirms. That game provide as much concentrated partice as a traditional drill and more importantly, they proved an opportunity for read communication:

- They encourage students to interact and communication. In order to choose a game we should know take in consideration:

- A game should keep all of the students involved and interested in class and improve their feedback to the teacher effort.

- A game must be more than just a fun.

- A game should give students a chance to learn, practice or review specific language material.



Teachers need to consider which games to use, when use them, how to link them up with syllabus text book or programmed and how, more specifically, different games will benefit students in different ways, the key to a successful language game is that the rules are clear, the ultimate goal is well defined and the game must be fun.

The use of innovative educational games in the classroom can increase and reinforce previously presented didactic information; it is also a positive, interactive alternative method of teaching and information sharing. In addition, team learning and active peer-to-peer instruction are strongly reinforced by educational games (**Bailey, 1999**).

Games increase student's involvement and interest in the material and allow the instructor to be creative and original when presenting topic (**O. Denwellen 1998**).

Games also challenge students to apply the information this allowing them to evaluate their initial thinking skills; they create a challenging constructively competitive atmosphere that facilitates interaction among students in a friendly and fun environment (**Patil, 1993**).

### **I-10- Aims of study**

This study aims to knowing the effect of using educational games on learning a foreign language. The study will answer some questions like whether it is useful to use games in teaching English language.

As well as if they create an interactive environment in the classroom.

The purpose of the research tries to confirm if games enhance students to solve unstructured problems in communicating, evaluating and use of a second language effectively, and how much do games encourage students to learn and work collaboratively.

**Finally**, we aim to see what effect educational games use has on students' motivation and if they influence students' achievement.

**I- 11- Conclusion of the chapter**

Cooperative learning is a generic term for small group interactive instruction procedure.

Students work together on academic tasks in small groups to help themselves and their teammates learn together.

It enhances students learning by motivating them to learn material promoting positive interaction between members of different groups and developing social and group skills necessary for success outside classroom and to build their self-esteem to know that they were able to help their peers.



**Chapter II**  
**Literature Review**

**Section one: elements and types of cooperative learning****II-1- Lay out of the chapter****II-2- Elements of cooperative learning**

II-2-1- Positive interdependence in cooperative learning

II-2-2- Individual accountability in cooperative learning

II-2-3- Small group and interpersonal skills in cooperative L

II-2-4- Face to face interaction in cooperative learning.

**II-3- Types of cooperative learning**

II-3-1- Formal cooperative learning

II-3-2- Informal cooperative learning

II-3-3- Cooperative base group

**II-4- The role of the teacher in cooperative learning**

II-4-1- Explicit instruction in cooperative learning

II-4-2- Modelling in cooperative learning

II-4-3- Feedback

II-4-4- Intervention

II-4-5- Strategic task selection

**II-5- Students role in cooperative learning****II-6- Physical tools in cooperative learning**

II-6-1- Room arrangement in cooperative learning

II-6-2- Teachers materials in cooperative learning

II-6-3- Students materials in cooperative learning

**II-7- Conclusion of the chapter**

**Section two: activities and games of cooperative learning****II-1- Lay out of chapter****II-2- Activities of cooperative learning**

- II2-1- Brainwriting
- II-2-2- The one-minut paper
- II-2-3- Think pain repair
- II-2-4- Concept mopping
- II-2-5- Real time reactions
- II-2-6- Turn to your partner
- II-2-7- Chain notes
- II-2-8- Sketch noting
- II-2-9- Jigsaw
- II-2-10- Value line in cooperative learning
- II-2-11- Pairs compare in cooperative learning
- II-2-12- Relly in cooperative learning
- II-2-13- Round table in cooperative learning
- II-2-14- Team question and answer in cooperative learning

**II-3- Suitable games for cooperative learning**

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**II-5- Conclusion of the chapter**

## II-1- Lay out of the chapter

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social experiences, there is much more to cooperative learning than merely arranging students into groups and it has been described as structuring positive interdependence (**Wikipedia**) cooperative learning requires learners to work together in small groups to support each other to improve their own capacity, and those of others using many types of cooperative learning.

To work effectively certain elements are essential and these are known by acronym PIGSF.

## II-2- Element of cooperative learning

There are five elements of cooperative learning positive interdependence, individual accountability, group processing, small groups and interpersonal skills and face to face interaction.

### II-2-1- Positive interdependence in cooperative learning

Students must feel that need each other, and in order to complete the groups that they sink or swim together. They need to feel that they cannot succeed unless everyone does in the group.

Some ways to create this feeling are through establishing mutual goals (students must learn the materials and made certain group members also learn the materials) joint rewards (if all groups members active above a certain percentage or the test, each will receive bonus points), shared materials and information (one paper for each group or each member receives only part of the information needed to do the assignment), and assigned roles (summarizer, encourager of participation, elaborator, etc...) (**Wendy Joliffe, 1999. p 40**).

#### **A/ Ensuring positive interdependence in cooperative learning:**

Without the five elements of cooperative learning, it will not take place effectively; however, one of these elements is success. It exists when the performance of each individual pupil is assessed (**Ibid, p 40**).

#### **B/ Steps to achieving positive interdependence in cooperative learning:**

Give each group a measurable task which they clearly understand.

Structure interdependence so that group members believe that they can only achieve success if the entire group does, for example, through providing tasks that they a measurable task which they can only be completed jointly.

Give each member of the group only a portion:

Of the information materials or other unnecessary items so that group members have to combine their resources to achieve their groups (known as resource interdependence.

Provide group reward and celebrate their joint by (Wordy Joliffe, 1999, p 40). Providing a group score when pupils are tested individually and tested putting again specified criterion (Wendy Joliffe, 1999, P40). (Cooperative learning in the classroom, putting it into practice ASCD).

### **C/ Other types of interdependence in cooperative learning**

- They can support the key aim of mutual support are:
- Interdependence assigning role group interconnected roles such as (reader, recorder, checker, equal participation monitor...).
- Identify through names, banners, mottos, collage...
- Fantasy interdependence by placing pupils in hypothetical situations, such as survival on a desert and achieving a consensus by selecting key items from a list (Wordy Joliffe, 1999, p 40).

### **II-2-2- Individual accountability in cooperative learning**

Cooperative learning groups are not successful every member has relevant material or has helped with and understood the assignment and the individual. Thus it is important frequently to stress and assess individual learning so that group members can appropriately support and help each other.

Some ways of structuring individual accountability are by giving each group member an individual test with feed back or by randomly selecting one member to give on answer the entire group (Ibid, P 40).

### **A/ Ensuring individual accountability in cooperative learning**

The aim of cooperative learning is not just to teach pupile to give pupils the skills to work independently. In other words, what can do with the help of others today, they may learn to do on

their own tomorrow individual accountability means that each member of the group must learn to be responsible for his or her contribution, and otherwise the success of the group will be in danger (Wendy Joliffe, 1999, p41).

### **B/ Ways to support group processing in cooperative learning**

1- Have a particular team work skill (such as every one practicing) as the skill of the week and remind groups of this at the beginning of a lesson. During the lesson, provide constant praise and reinforcement to encourage the development of the skill, at the end of the skill (Ibid, P 41).

2- Ask pupils to set goals for themselves and their teams.

3- Ensure the time provided for reflection, not just at the end of the lesson, but at other key points.

4- When appropriate, ask groups to produce short evaluation of their work (Ibid, P44).

### **II-2-3- Small group and interpersonal in cooperative learning**

Pupils also come to school with the social skills they need to collaborate effectively with others, so teachers need to teach the appropriate communication, leadership trust building, decision making and conflict management skills to students and provide the motivation to use these skills in order for groups to function effectively (Wendy Joliffe, 1999, p 41).

A/ supporting these skills will require on ongoing program to teach and practice them (Wendy Jolille, 1999, p 41).

The best way to achieve is to follow these steps:

1- Allocate a notice board in the classroom entitled (skill of the week).

2- Select a skill

3- Introduce the skill

4- Explain the role of the week for example: if it is saying a task then the role might be task master (for more information roles).

5- Choose structures that support the specified skill.



6- Model the skill to the whole class and where needed, to group, reinforce the skill by monitoring and rewarding groups.

7- Reflect on the skill thought providing time for groups to discuss and where appropriate, complete reflection forms (**Ibid, p 41**).

#### **II-2-4- Face to face interaction in cooperative learning**

There are two aspects to this the first is the physical proximity needed for effective communication, or by eye to eye and knee. The second is that, it supports thinking skills more active involvement with the greater discussion.

Oral summarizing giving and receiving explanations and elaborating (relating what is being to previous learning) are important types of verbal interchanges (**Wendy Joliffe, p 41**).

#### **II-3- Types of cooperative learning**

According to Johnson, Johnson and Holubec's (1998) theory, they identified three types of cooperative learning groups, formal, informal and base groups. Each one of these groups has a place in providing opportunities for learners to be intellectually active.

##### **II-3-1- Formal cooperative learning**

"Formal cooperative learning groups ensure that students are actively involved in the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures; they are heart of using cooperative learning" (**Johnson, Johnson and Holubec 1998, P 17**).

- Formal groups are more structured, given more complex tasks, and typically stay together longer.

- Formal cooperative learning range in length from one class period to several weeks.

##### **II-3-2- Informal cooperative learning**

They are temporary groups, less structured than formal groups, the teacher uses them to focus student's attention on the material to be learned, set a conducive mood to learning, help organize in advance the material to be covered in a class session ensure that students cognitively process the materials being taught, and provide closure (**Ibid, p 17**).

**II-3-3- Cooperative base groups**

They are long-term, heterogeneous cooperative learning with stable membership whose primary responsibility is to provide each student the support, encouragement and assistance, he or she needs to make academic progress, base groups personalize the work required and the course and learning experience. Those base groups stay the same during the entire course and longer if possible.

The members of base groups should exchange phone numbers and information about schedules as they may wish to meet outside class. When students have successes, questions or concerns they wish to discuss. They can contact other members e.g.: their base group. Base group typically manage the daily paperwork of the course through the use of group folders (**Johnson, Holubec, 1998, p18**).

**II-4- The role of the teacher**

The role of the teacher is critical to the success of cooperative learning in the classroom, the skills required of all ages and continually reinforced from curriculum planning through to the physical lay out of the classroom. The teacher's role is the key success.

Teachers that use cooperative learning in their classroom play multiple roles. The way these roles are enacted depends on the age group, the nature of the task students and the broad school and community culture. The following roles form the basis of the teacher's repertoire in cooperative learning activities (**M. Wilson, 2004, p12**).

**II-4-1- Explicit Instruction in cooperative learning**

Attempts to engage students in cooperative learning can be frustrating or less effective because we assume that students will know and be able to use the necessary skills, even experienced adult learners can find cooperative groups work challenging if they do not consciously consider the skills and protocol necessary for success. Thus of the most important roles of the teacher is to teach students about effective cooperation and conflict resolution.

- Students need to understand.
  
- Cooperative learning benefits use in many ways both at school and in life outside school.

- Effective cooperative takes work, teams can work effectively or ineffectively, there are ways of recognizing an effective team.

- We can influence the success of our team by the way we behave as individuals.

- Everyone can learn to improve their capacity to cooperate with others (M. Wilson, 2004, p17).

#### **II-4-2- Modelling in cooperative learning**

If teachers expect students to work cooperatively, then must practice what they teach, one powerful way to help students learn to cooperative is to see regular, effective models of cooperative around them. It is often said that students learn more from what teachers do than what they say. Students need to see that the teacher also contributes as part of various teams.

Team teaching is a very obvious way of modeling cooperative even when this is not the normal structure in the school. Try to team teach at least some of the time, it is a great way to model (and practice) working with others. Tell students that you plan and reflect with others, let them hear teachers making collective decisions, and the way they communicate, question, reflect and plan.

Teachers dealing with parents and the wider school community all provide opportunities to model collaboration. Interaction with students themselves on a daily basis provides a chance to model cooperation and the language and behaviors associated with it. Invite students to help make decision, solve and set class goals (Ibid, p17).

#### **II-4-3- Feedback**

Once students are recognized to work cooperatively it is vital that they receive constructive and ongoing feedback it's important role of the teacher. Regular and constructive feedback helps keep students meaningful of what is expected, promotes accountability, helps develop skills and enables students to set individual and group goals. It provides a rehearsal for their own reflections on their role and group work (M. Wilson, 2004, p17).

Feedback can also act as a reminder or promote to all. It serves as instruction. In order to provide effective and transferable feedback, teachers need to:

- Be clear about what is expected of students as they work.

- Allow time during and at the end of the session to give students feedback.

- Provide both individual and group feedback.

- Focus both on what is working well and on what needs improving feedback can be provided on both what the students are working on and how they are working. It may be written or oral, public or private, formal or informal (M. Wilson, 2004, p17).

#### **II-4-4- Intervention**

Closely related to the role of providing feedback is the role of "intervention", of working the groups at strategic moments.

Our key goal is for students to be able to work cooperatively with minimal assistance from the teacher. To get to this point, however, many groups are individual students require deliberate and focused instructions as they are working.

Observation is vital and students should be allowed sometimes to work through problems or issues as they arise. But when those problems block the progress of the group, it may be time to stop in and teach. In addition, students with special needs may need additional support or instruction to be able to effectively work with others in the group (Ibid, p19).

#### **A/ Typical contexts for intervention**

- Persistent off task behavior by one or more group members.
- A noise level or behavior that is destructing or disruptive to others.
- One or more students clearly not participating in the group.
- Sustained arguments or conflicts.
- Amisunders tanding of the task (M. Wilson, 2004, p19).

#### **B/ Sample strategies for successful intervention**

- Join the group for a while and offer suggestions/question as an additional group member.
- Rather than singling out the group in front of the class, sit with them in what to say or do next.
- Ask the group to restate their understanding of the task and what they intend to do next.

- Invite individuals or groups to observe more successful groups for a short period and then report back to their own group on strategies they could try (**Ibid, p19**).

- Direct the group back to posters/charts around the room showing skills/behaviors and protocol (**M. Wilson, 2004, p19**).

#### **II-4-5- Strategic task selection**

Perhaps one of the most obvious but least identified roles of the teacher in cooperative learning is to plan worthwhile, rich tasks for students to cooperatively engage in; some tasks do not lead themselves to cooperative learning or may not involve students in learning something worth while (**Ibid, p 21**).

#### **II-5- Students role in cooperative learning**

Assigning roles to students is one way to encourage positive interdependence, interaction, and group processing, which are among five key elements of working in groups. Usually roles are responsibilities on top of the project it self.

Choose roles that will help students overcome communication difficulties to get the project done, and done well, common problems for students facing group projects include:

- Who starts the discussion? Who is supported to keep it going?
- How do meet every ones standards for good work?
- Who is in charge of keeping track of what everyone has done and of the stuff we are supposed to do?

So, roles will depend on group size and the nature of the cooperative learning task the following roles are the most common ones (**M. Wilson, 2004 p20**).

##### **II-5-1- Leader/Editor**

This student is in charge of organizing the final product of the project be it a paper, a presentation... etc, that doesn't mean technical details, but of making sure that project meets the standards set out by the instructor, plus any extras stipulated by the group, these standards generally include punctuating and completeness (**Ibid, p 21**).

**II-5-2- Recorder/Secretary**

This person takes notes whenever the group meets and keeps track of group data/sources/etc. this person distributes these notes to the rest of the group highlighting sections relevant for their parts of the project (M. Wilson, 2004, p21).

**II-5-3- Checker**

Someone needs to double check data bibliographic sources or graphics for accuracy and correctness (Ibid, p21).

**II-5-4- Spokesperson/-Press Secretary/Webmaster**

This person would be responsible for the technical detail of the final product and would be ready to summarize the group's progress and finding to the instructor and to other groups (M. Wilson, 2004, p21).

**II-5-5- Facilitator/-Encourager**

This person gets discussion moving and it moving, often by asking the other group members questions, sometimes what they have just been saying (Ibid. p21).

**II-5-6- Summarizer**

Every so often (perhaps once per question for a list of questions, or at the end for one question) this student provides a summary of the discussion for other students to approve or amend. (M. Wilson, 2004, p21).

**II-5-7- Time keeper**

Someone needs to make sure that the group stays on track and gets through a reasonable amount of material in the given time period (Ibid, p21).

**II-5-8- Reflector**

This student will listen to what others say and explain it back in his or her own words, asking the original speaker if the interpretation is correct. (M. Wilson, 2004, p21).

**II-5-9- Elaborator**

This person seeks connection between the current discussion and past topics on overall course themes (**Ibid, p22**).

**II-6- Physical tools in cooperative learning**

Any lesson, whether cooperative or not requires preparation some lessons require materials or props. Let's look at three of these physical purposes: room arrangement, the teacher's materials, and the student's materials (**Bruce, 2002, p27**).

**II-6-1- Room arrangement in cooperative learning (home keeping)**

The arrangement of the classroom can be conducive to carrying out cooperative learning, if using teams of three or four students, and then design the classroom with tables (**Bruce, 2002, p27**) or desks arranged in threes or fours.

Although some teachers may think they do not have enough space to rearrange the desks, it is a fact that desks arranged in rows are the least economical way to use space. Be sure to allow room for the teacher to walk around the classroom.

Find a place to store materials and keep in mind the need for one or more learning centers in the room as the classroom set up. Again, this is another opportunity to involve students, get them to help play out the classroom (**Bruce, 2002, p27**).

**II-6-2- Teacher material in cooperative learning**

Think through ahead of time precisely what materials are needed to carry out a lesson; the entire drama of lesson can be sacrificed if the lesson is interrupted while the teacher looks for materials, likewise, plan on using materials known to be available. Being realistic saves wasted energy and need less anxiety (**Ibid, p17**).

**II-6-3- Student materials in cooperative learning**

Every said for teacher materials also applies to student materials. Some teachers collect student's materials in plastic bags or books ahead of time, and also use these to store the materials between sessions. Having prepared the materials ahead of time allows the lesson to flow smoothly and also lets the teacher focus on how the groups functioning (**Bruce, 2002, p27**).

### A/ group size in cooperative learning

- Many teachers wonder to determine an effective group size.

- One factor in this process is to consider how comfortable class members are with cooperative learning. If at the beginning of the comfort scale, teachers may want to have a group no larger than two.

- As the students' comfort level increases, then increase the size of the group. In other words, it may be helpful to start with just pairs, graduate to groups of three, and then go on to groups four or perhaps even five. The Johnsons prefer three as the optimal group size, whereas Kagan prefers four, Kagan's use of four allows the teacher to split the four into pairs at certain points in the lesson, another factor in effective group size is the nature of the assignment, if students are to meet in a group for twenty or thirty minutes, three might be a good number. If students are dealing with a more extensive project with a great deal of complexity, a team of four or five might be justified. This factor calls for careful analysis of the task.

- Teachers want a match of task and group size that keeps everyone thoroughly engaged. It is important to keep in mind that when groups are too big it's easier for some students to "drop out". At this point, discipline may become a problem.

- Still another factor in this process may be the size of the room and the total number of students present. A classroom with thirty students may not allow physically for ten groups with comfort, but might accommodate seven or eight groups (**Ibid, p28**).

### B/Team roles

Assigning group roles ahead of time is a tactic many teachers of cooperative learning find to be an effective start for teamwork. The roles actually used depend on the grade level or the subject being taught. In language arts, teachers find calculator and checker roles helpful. Assigning everyone

a role keeps everyone engaged. Rotating roles among team members has several advantages. One person does not dominate the group as the constant leader. Leadership skills are enhanced through responsibility, different multiple intelligences are engaged, and students have opportunities to strengthen less developed skills (**Bruce, 2002, p32**).



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### C/ Forming groups

No one advocate that cooperative learning be the only teaching strategy used in a classroom. **Rather**, the point is that cooperative learning can take a regular and significant place in teacher's repertoires. Teacher fronted and individual plays important roles in instruction, and can be easily combined with cooperative learning as can group activities that are structured along cooperative lines. It is also important to note that many cooperative learning techniques include the other cooperative learning techniques, students spend some time working alone, thus, there is more flexibility to cooperative learning than commonly assumed, and no reason believe that a lesson cannot include some elements of cooperative learning even if the main focus is one some other mode instruction. Indeed, it is expected that cooperative learning serves some pedagogical functions better than others, and it is up to the teacher to decide when it is best implemented. **However**, it also needs to be kept in mind that cooperative learning is not of greater variety of cooperative learning techniques as they master the skills of teaching in groups. **Moreover**, remember that students who are familiar with cooperative learning may need a while to adjust to this new format for learning as will (Cafferty Jacobs Iddings, 2006, p32).

### D/ How many students per group?

Even a pair is a group. Indeed, in some ways, two is an ideal size because greater participation is encouraged. **Also**, small groups are easier to cooperate owing to the interaction of fewer people. For this reason, some teachers prefer to start with groups of two until students become comfortable with working with each other in these groups of circumstances. **However**, larger groups have advantages as well because for more complex tasks there are more people and perhaps cooperative learning has a wider range of skills and knowledge from which to draw larger groups also offer the possibility of differing opinions and perspective in relation to experience. Additionally, larger groups make it easier for teacher to monitor each of the groups in classroom, there being fewer of them (**Ibid**, p32).

In choosing a larger group size, four members seen to be the most popular size, especially because a foursome can be divided into pairs, for instance, in write pair square, each student first writes alones. Then compares what he or she has written with a partner before sharing with the two other members of the foursome (Cafferty, Jacobs Iddings, 2006, p32).

## **II-7- Conclusion of the chapter**

It is only under conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are positive interdependence, face to face interaction, small group skills, individual accountability and group processing. In addition to the elements, there are three commonly recognize types of cooperative earning groups; each type of group has its own purpose and applications. The teacher, obviously plays the most important role in the cooperative learning process, he determines the final grouping of students, plans tasks, determines assessment tools and the ways in which they will be used. Students must work in groups to complete tasks collectively. Unlike individual learning, students learning cooperatively capitalize on one another's recourses and skills. Every one succeeds when the group succeeds.

## **Section two: activities and games of cooperative learning**

### **II-1- Lay out of the chapter**

Students work together on common tasks or learning activities that are best handled through group work.

Students work together in small groups containing two to five members, students use cooperative, prosocial behavior to accomplish their common tasks learning activities so, they must use communication because this is our flows as much as possible in the class.

### **II-2- Activities of cooperative learning**

There are several activities of cooperative learning like:

#### **II-2-1- Brainwriting**

You've probably trued brainstorming, but have you trued brainwriting? In this approach, students are given time to come up with their own ideas individually before sharing them out lond or posting them to an line white bond on other shared plat form.

Building in space for individual reflection leads to better ideas and less group think.

#### **II-2-2- The one-minut paper**

How much could you explain in minute?

At the end of class, set a timer and ask students to record their most eye-opening revelation on biggest question, this activity lets students reflect on learning and build writing skills-plus you'll get a window into their reader standings. And misunderstandings here are more prompts you can use to get student writing.

### **II-2-3- Think pair repair**

In this twist on think- pair-share, pose an open-ended question to your class and ask students to come up with their best answer.

Next, pair learner up and get them to agree on a response get two pairs together, and foursome needs to do the something, continue until half the group goes head to head with the other half. If your students are you do the same thing virtually.

### **II-2-4- Concept mopping**

Collaborative concept mopping is a great way for students to step a way from their individual perspectives, groups can do this to review previous work, or it can help them map ideas for projects and assignments, in pre-covid time, you may have covered classroom walls with sticky notes and chart paper-now there are many online tasks to make it simple to map out connections between ideas ([Nureva.com](http://Nureva.com)).

### **II-2-5 Real time reactions**

When students are watching a video, a mini lecture or another student's presentation, have them share their real time reactions this helps student's spot trends and consider new points of view you can set up a hash tag to allow for live tweeting, or use the chat function in your conferencing software.

### **II-2-6- Turn to your partner**

When working in groups it facilitate the activities for learners and it will be much better understanding student from pairs before the lecture begins, during the lecture the instructor asks int  
attent their ideas, the teacher then calls on random pairs to answer the question (**Ibid, 148**).

**II-2-7- Chain notes**

Write a several question on pie as of paper and pass each to a student. The first student adds a response use a timer to keep things moving quickly and then passes the page along together more reponses. Multiple contributions help build more complete understanding.

A digital alternative involves v sing shared documents that multiple students are invited to edit. Then your class can examine the responses and identify patterns and missing pieces.

**II-2-8- Sketch noting**

Instead of taking traditional lecture notes, try getting your students to Sketch a picture that represents what they're learned during class.

Remember, it's about how draining prompts students to visualize their Linder standing and look at learning from a different perspective.

**II-2-9- Jigsaw**

Help students build accountability by teaching each other start by dividing them into «home groups» (4 or 5 people works well).

eg: breakout rooms in zoom or Google meet make this simple even if everyone is remote. Assign each person in the group a different topic too explores. They-IL regroup to work with all the students from the other groups who are exploring the same idea. Once there mastered the concept, students return to their home group and everyone shares new found expertise.

**II-2-10- Value line in cooperative learning**

The teacher poses a challenging question, and invites students to physically stand on an imaginary value line (Solomon Elaine, 2001, 90).

**II-2-11- Pairs compare in cooperative learning**

- 1- The teacher assigns a task for each dyad or learning pair.
- 2- E pair engages in the task.
- 3- Learning Paris form quads to compare results (Solomon, Elaine 2001, 88).

**II-2-12- Relly in cooperative learning**

This paired cooperative procedure:

1- Individuals brainstorm, and record answers to a problem posed by the teacher or a student.

2- Pairs take turns sharing answers. "A" states answers from a list and "B" listens. If "b" has that answer or his list, he places a check next to his answer, if not, he adds it to his. Then "B" gives new answer and "A" listens and records new information on his list, note that "A" and "B" do not discuss their answers until the time limite has elapsed.

3- "A" and "B" discuss their answers, (**Ibid, p88**).

**II-2-13- Round table in cooperative learning**

Each quad is given one sheet of paper on which to record different responses to a question posed by the teacher. Each quad member is invited to write dawn one new response to the teacher's question.

- The paper is then passed around the quad in clock-wise/counter-clock-wise.

- A student who does not have a novel response says, "I pass", and then gives the paper to the next student.

- The paper may be passed around the quad several times. A more sophisticated form of round table has students passing around four sheets of paper with each paper posing a different question. (**Solomon, Elaine, 2001, p90**).

**II-2-14- Team question and answer in cooperative learning**

This is a review cooperative learning procedure. A student may pose a question to the teacher or the class only when the members of his or her quad do not know the answer, or have different answer to that question. The teacher can add the following rule: a student may ask the teacher a question (a) when his teammates do not agree upon an answer, and (b) after consulting with another quad (**Ibid01, p90**).

**II-3- Suitable games for cooperative learning**

There are many games of cooperative learning that can be applied by the teacher in the classroom.

**II-3-1- What's the question**

- Level: Any level
- Type activity: Listening and speaking
- Purpose: Review question forms previously studied in class.

**Procedure:**

- Form two teams (there will work, but two seems to add just the right amount of cooperative tension).

- Explain the game, with a few examples of answers in search of questions. Ask what's the question? And get students to correctly say the corresponding question.

**II-3-2- Classroom Rules: Must and Mustn't**

- Level: Easy to medium

- Procedure:

- Prepare small pieces of paper each with either one thing students must do or one thing students must not do.

- Tell the students that they are supposed to form sentences that explain classroom rules.

- Divide the class into groups of four if possible, so that everyone gets a chance to speak.

- Give each group the pieces of paper.

- The winning group, the group that finishes first, reads their sentences aloud (each student of the group reads one or two sentences on size of groups). It is easy game and the preparation does not take too much time. You can make as many rules as you wish.

**II-3-3- Headmaster game**

- Level: Medium to difficult

- Procedure:

- Have each student take out a piece of paper and their dictionary.

- Write on the board: you are the headmaster of the school. You have two years to make this school perfect. You can have as much money as you want, but you must spend it all in two years.

- What changes would you make immediately?

- What changed must be gradual?

- What would you do make it a better school?

- Be specific, for example, don't say hire better teachers. You must say how you would find better teachers or what kind of headmaster. Not like a student.

- Making school easy and letting students do no exams, no homework, will not make parents happy.

- Give the students fifteen minutes to work alone. Then put them in groups of three or five with a leader to organize their thoughts.

#### **II-3-4- Guess the letter on your back**

- Level: Easy

- Procedure: This game is used to practice the alphabet.

Divide students into groups and ask them to stand in line and give the students in the front of the line a piece of chalk to write on the blackboard. Then write with your finger a letter on the back of the students at the end of the line. They must do the same with the student in front of him/her and so on. The students with the chalk try to guess the letter and write any word that begins with that letter on the board.

#### **II-3-5- Descriptions**

- Level: Medium

- Procedure:

- Write down names of every student in your class on pieces of paper.

- Give the names to students. Try to make two students describe each other.

- Ask them to describe the person whose name is on the paper.

- After they finish, give the description to the person who is described.
- He/she has fined any writing mistakes on the papers.
- Students work in pairs to correct the two papers.

**II-3-6- Gussing the word from drawing**

- Level: Any level
- Procedure:
  - Ask students to be in front of the class. Give him/her a word that cannot be seen by other students.
  - He/she will draw (on the black board) a picture experiencing the concept of the word.
  - The rest of the class has to guess the word. If you are keeping score, the who drew the picture gets the point.

**II-3-7- Reviewing tenses**

- Level: Any level
- Preparation:
  - Print out three sentences (negative, positive, and question) of the tense you want to review.
  - Cut each sentence into words.
  - The activity:
    - Students work groups.
    - Give each group of student's words of a sentence and ask them to make the sentence.
    - Draw the table on the board and ask students to tick sentences at suitable positions, positive, negative or question.
    - Ask students to make rules of the tense.

**❖ Examples:**



- I am a student
- I am not a student
- Are you a student
- The rules:
- To be at the present simple
- I am a student

**❖ Positive:**

- S+ am /is/are +o
- I am a student

**❖ Negative:**

- S+ am /is/are +o
- I am not a student
- Short question:
- Am /is/are +s +o?
- Are you a student?

**❖ Question:**

- Question word+ am/is/are +s +o?
- Who are you?

**II-3-8- Chain spelling (Chiri-tou)**

- Level: Easy to medium
- Procedure: the teacher gives a word and asks a student to spell it, and then a second student should say a word beginning with the letter of the word given. The game continues until someone makes a mistake, that is, to pronounce the word incorrectly, misspell it or came with a word that has

been said already, and then he or she is out. The last one remaining in the game is the winner. This game can be difficult by limiting the words to a certain category.

**II-3-9- Sentence race**

- Level: Any level
- Procedure:
- It's a good game for large classes and for reviewing vocabulary lessons.
- Write each word on two pieces of paper. That means writing the word twice, once on each paper.
- Organize the piece like bundles, two bundles, and two sets of identical words.
- Divide the class into two teams: get them to make creative team names.
- Distribute each list of words to both teams. Every student on each team should have a paper.

Both teams have the words.

- When you call a word, two students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.
- The winner is the one with a correct and clearly written sentence.
- This is always a hit with kids. For advanced students, use tougher words.

**II-3-10- Crazy story**

- Level: Any level
- Purpose: this is an activity will make students speak in class and be creative.
- Procedure:
- Ask students to write a word on a piece of paper and tell them not to show anyone this word should be a verb (or whatever you'd like to review).
- The teacher starts telling a story, then stops and chooses a student.
- That student will continue the story and must use his/her word.

- The last student must end the story.

- After the story is over, the students then try to guess what words each student has written on his/her paper.

- The student who guesses the most words wins the game.

### **II-3-11- Taboo**

- Level: Medium

- This game is a simplified version of the board game Taboo.

- Before class, create several index cards. On each card write one word in a large font with a circle around it and underneath write 2-4 related words in a smaller font.

- The goal is for students to get their teammates to guess the circled word; they can anything they like to try to make them guess, except for the words written on the card.

- Divide the class into groups of two, and write each group on the board to keep track of points. Place a desk in the front of the room facing the class, so that someone sitting has his back to the board and can't read it.

- Place another desk in front of it, so the teammates are facing each other.

- Pick a team to go first, and have them choose a card.

- Have the teammates decide who will guess and who will talk.

- The guesser sits with their back to the board. On the board making sure the guesser can't see, write the circled word as well as the other taboo words.

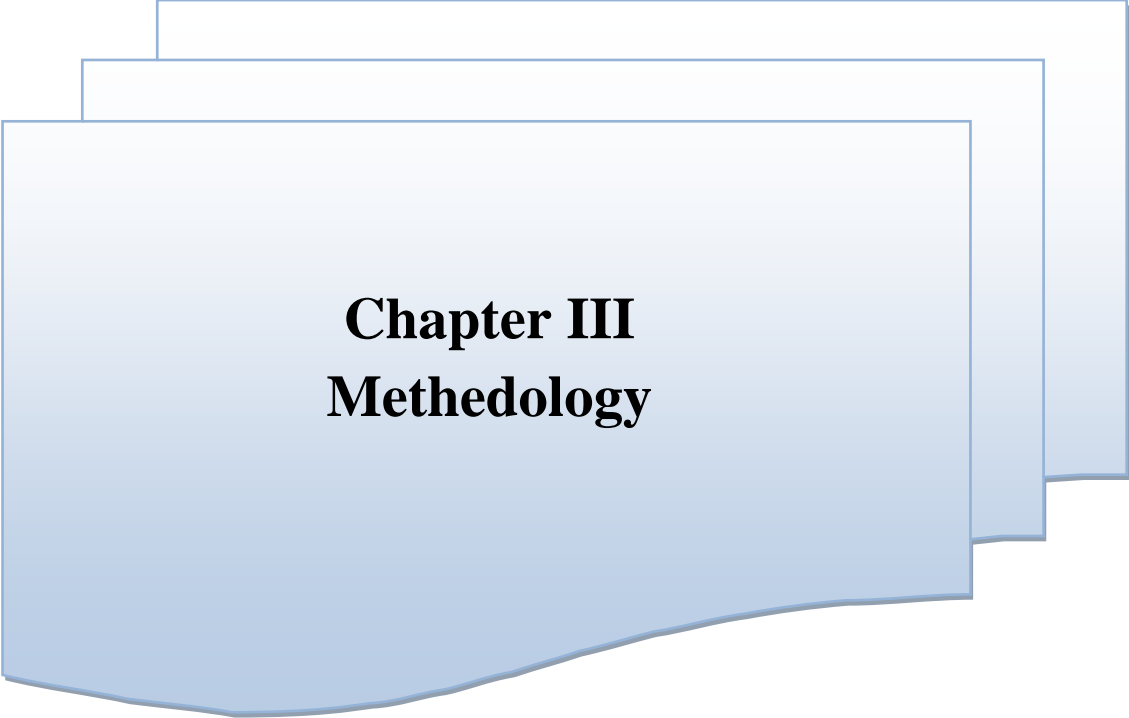
- The talker then has to try to make his partner guess the circled word without saying it. Or any of the other words.

- After they guess it, another group comes up, when all the switch roles, this game is a great way for students to practice forming sentences and it forces them to use words and structures they might otherwise not use.

**II-3-12- Conclusion of the chapter**

Most students learn better with one to one interactions or in small groups where they can follow the conversation better and indicate when they don't understand.

The peer interaction that takes place during cooperative learning games are so important because games will also give students chance to challenge the knowledge of people they know while working with their fellow students.



**Chapter III**  
**Methodology**

**Section one:****Introduction**

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely amanging students into groups, and it has been described as structuring positive interdependence (**Wikipedia**).

Each member of a team is responsible not only for learning what is taught but also for helping team notes learn, thus creating an at mosphere of achievement, students work through the assignment until all group members successfully. Understand and complete it.

This investigation attempt to examine whither cooperative researchable techniques may have value performing ensembles such as high school bands.

The present is designed to investigate the effectiveness of cooperative learning as a researchable technique for improving high school band performance compared to traditional researchal technique. This cooperative research activities involue students working together to improve their performance.

This chapter attempts to describe the criteria and educational factors that are related to cooperative learning and educational games.

**III-1- Research aims**

The process of including games in language acquisition is an integral part of cooperative learning. This study attempts to describe and explain how educational games can be effectively enhancing students working together.

**Moreover**, this research aims at promoting collaborative work toward student by using some partical games and activities and their importance in teaching a language in Algerian high schools.

**III-1-1- Research methodology**

In this study, one research approach is used which is quantitative research method, in this respect; the study is conducted by the use of pupils questionnaire which is designed to twenty "20"

pupils who are enrolled in the second year secondary school. In addition to some teachers from the same school from both literature and scientific stream.

Cooperative learning method is one of those modern methods. It aims to develop psychomotor, cognitive and effective domains of the students. Students are encouraged into self-learning methods and to share the knowledge. They have and help each other during the study.

The questionnaire is considered as an effective tool of research as it provides autonomy to the participants by giving enough time to think about the answers and illustrate freely thoughts and views.

**Moreover**, it helps researchers gather evidence by translating the hypothesis into questions.

### **III-1-2- Research procedures**

Student's role expectation cooperative learning aims to make students have interaction among group members.

This includes ideas and learning material sharing as well as support each student's group member must take part in group activities in order to achieve the goals ([www.sciencedirect.com](http://www.sciencedirect.com)).

This research is conducted in the form of case study the instrument that is used in this study is a questionnaire, it was designed to elicit point of views of 20 pupils (20) from high school, the pupil's questionnaires entails 10 questions order together data about learners views to find out clear information about cooperative the questions have the form of yes or no questions.

The questionnaire was discussed in class with the presence of the teacher of English the evidence collected from the responses of learners have been analyzed and interpreted in a way that it provides convincing answers to the research questions of this study.

### **III-1-3- Results interpretation**

The goal of this work is together data about the importance of cooperative learning, the questionnaire contains 10 questions especially design to secondary school students, same questions tend to know whether students prefer working alone or in groups.

The findings revealed among others that cooperatively thought students tend to exhibit higher academic achievement, greater persistence though graduation, better high-level reasoning

and critical thinking skills, deeper understanding of learned concepts, greater time on task and less disruptive behavior in class, ability positive relationships with other students...

This helps them to have more understanding of the subject matter and facilitate new knowledge creation. It equips them with the knowledge and skills to create better ideas for solving situational problems and decision making.

In fact, according to learner's responses, most of them are highly engaged in cooperative works because they feel much comfortable, responsible toward learning and self-reliable.

Students who do not prefer working cooperatively may suffer from some psychological problems like shyness, anxiety and unsociability. Thus, teachers should pay attention to these introverted students and not to neglect them, they must take into consideration their learning style, and provide them with special activities that match with their capacities.



### III-2- Conclusion of the chapter

Cooperative makes learning more powerful and that thinking through ideas in a way that can be understood by others is an intellectual work that promotes intellectual growth and greater achievement. Students work together to attain group goals that cannot be obtained by working alone in his classroom structure, students discuss and help each other learn and provide encouragement for members of the group. Cross-fertilization of knowledge and ideas, organization of course content and delivery. In this way, students learn content through group activities where they interact with each other exchanging information and knowledge and work as a team to achieve individual learning goals.

Classroom debates, classroom assessment techniques, problem-based learning, team based learning and academy games can all be enhanced through cooperative learning approaches.

Cooperative learning builds and develops status that leads to positive achievement outcomes when giving group rewards.

**Moreover**, students should be motivated to attain the group goal based on group member learning. It gives more time and effort helping each other learn, evaluate one another's performances, encourage each other's efforts, give attention to each other's weaknesses and strengths.

All these may result in the effectiveness of cooperative learning, cooperative learning has proven to be an effective teaching and learning tool for students with special educational needs, the different types and uses of cooperative learning enable the teacher to select learning strategies based on students' needs and styles of learning and the heterogeneous nature of the task.

**Finally**, for both teacher and students, cooperative learning makes deep learning both feasible and fun.

**Section two:****General conclusion**

Cooperative learning offers a systematic learning centered approach to instruction without putting anyone into pedagogical strait jacket. Lecturing and other approaches thus complement the cooperative tents. One of the strength of cooperative learning lies in its versatility. Following highly structured practices for responsible group work can augment a host of other pedagogical approaches and can result in both deep learning and critical thinking.

Classroom debates, classroom assessment techniques, problem-based learning, team based learning, and academic games can all be enhanced through cooperative learning approaches. Cooperative learning satisfies the deepest longings of teachers. It allows faculty members to be learning-centered with an emphasis on building.

Community in classes without abrogating the responsibility for shaping a class based on their experience and expertise. Cooperative learning provides teachers with very specific tools the structures and classroom management that allow them to sequence activities to maximize learning. It helps teachers foster not only learning but a host of other positive outcomes. Such as increased self-esteem respect for others and civility. Cooperative learning can transform large, diverse lecture classes into a community of supportive teams.

Cooperative learning satisfies for learners the human desire for connection and social support, in addition to keeping energized and awake, it provides them with the academic resources their peers to tackle complex tasks impossible to complete alone. It also gives essential social and communication skills needed for success in the work place.

Faculty members find comfort in knowing that they are putting into practice, compelling research about how people learn. They can exercise creativity in designing and implementing structured activities.

Cooperative learning builds and develops status that leads to positive achievement outcomes when giving group rewards. Moreover, students should be motivated to attain the group goal based on group member learning it given more time and effort helping each other to learn, evaluate one another performances, encourage each other's efforts give attention to each other's weaknesses and strengths. All these may result in the effectiveness of cooperative learning.

Strategies applied to cooperative learning carry various processes and structured systems that help to develop the effectiveness of work as group. It improves the student's self-esteem, enthusiasm and interests. It helps them to understand their responsibilities personal and interpersonal skills and accomplishments.

Some cooperative learning approaches give positive effect and are likely to be seen in group goals, individual accountability and equal opportunities for success. Team competition, task specialization and adaptation to individual needs enhance the outcomes of cooperative learning. **Finally**, for both teachers and students, cooperative learning makes deep learning both feasible and fun.

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**Students and teachers  
Questionnaire**

## Appendix (1.6- Teachers questionnaire)

### Cooperative learning questionnaire

#### "Teachers questionnaire"

This questionnaire aims to collect information relating to the use of the language games and how much these games are important in learning.

**1- Put a tick next to each statement whether yes or no:**

Questions	Yes	No
1- Do you use games in didactic activities		
2- Does the subject you teach influence the didactic method that you choose to use? (English-mathematics)?		
3- Do you believe that games can be used as an efficient didactic tool?		
4- Do you use games as a didactic activity?		
5- Should you include parents in cooperative learning?		
6- Do you have to use specific subjects in cooperative learning?		
7- Is there any ameliorations you notice in your learners by using cooperative learning?		
8- Cooperative learning gives too much responsibility to teachers?		

#### 1/ do you games in didactic activities?

This question was for both students and teachers.

The answers given by two groups proved to be different. The first signification difference is that the option **always** was chosen by 24% of the students and only 8% of the teachers. Games are therefore considered to be more used in the opinion of the students than the teachers. Another significant difference lies in the option **never**. Also here the two groups are different, 29% of students chose this answer, while the teachers who said they never used games were only 8%.

The question	Teachers	Students	Categories
- Do you use games in didactic activities?	8%	24%	Always
	8%	29%	Never

#### 2/ dose the subject you teach influence the didactic method that you choose to use?

**Ex:** (English teachers and mathematics teachers)



The data show that the mathematics teachers have a much more favorable attitude to the use of game as a didactic instrument, with respect to their colleagues who teach English.

**3/ Do you believe that games can be used as an efficient didactic tool?**

Only 10% English teachers answered always, compared to 50% of mathematics teachers. The answer **sometimes** was given by 90% of English teachers and by 50% of mathematics teachers. It is interesting to note that the answer **never** dose not appear in the answers of the teachers.

The question	English Teachers	Mathematics Teachers	The answers
- Do you believe that games can be used as an efficient didactic tool?	10%	50%	Always
	90%	50%	Sometimes
	0%	0%	Never

**4/ do you use games as a didactic activity?**

Teachers of English and mathematics give the same percentage of answers for the option sometimes, which is chosen by both groups in 80% of cases.

It is relevant, however, to observe that the teachers of mathematics choose the option always in 20% of cases, while 20% of the English teachers choose the option never.

The question	English Teachers	Mathematics Teachers	Categories
- Do you use games as a didactic activity?	0%	20%	Always
	80%	80%	Sometimes
	0%	20%	Never

Should you include parents in cooperative learning?	Yes	No
Percentage	70%	30%

**Question05: Should you include parents in cooperative learning?**

In this question we focus on, if teachers include parents in cooperative learning to help and develop their children skills in classrooms when work collaboratively with their mates. 70% of teachers agree on this point in order to ameliorate the collaboratively work, while 30% prefer to keep parents away from this work to lets their children correct and help themselves by themselves.

Do you have to use specific subjects in cooperative learning	Yes	No
Percentage	40%	60%

**Question 06: Do you have to use specific subjects in cooperative learning?**

The focus of this point is to know if there are kinds of topics that teachers must do with their learners in cooperative learning.

Answering this question, 40% of teachers agree that they should include and use specific topics in cooperative learning while, 60% of them do not agree because they must talk in all subjects in order to make their students aware of several themes they need to know in learning process.

Is there any achievements or ameliorations you notice in your learners by using cooperative learning?	Yes	No
Percentage	80%	20%

**Question 07: Is there any achievements or ameliorations you notice in your learners by using cooperative learning?**

The focus of this point is to know whether teachers notice their students are make development in class by using collaborative work or not. 80% of teachers said that collaborative work help students to interact in class because they relax and feel comfortable in collaborative work that's why they make developments by using cooperative work, while 20% think that cooperative learning is helpless so they prefer working alone.

Cooperative learning gives too much responsibility to teachers?	Yes	No
Percentage	70%	30%

**Question 08: Cooperative learning gives too much responsibility to teachers?**

In this question we focus on that cooperative learning gives much responsibility to teachers because it must be helpful and useful in order to develop students skills and ones performance and ho students interact with their mates to test their skills and how they work and give their ideas when they work in group.

Answering this question, 70% of teachers agree that it gives too much responsibility to teachers, while 30% of them they said that it is not only responsibility of teachers but it is responsibility of learners.

## Appendix (V.5- Pupils questionnaire)

### Cooperative learning questionnaire

#### Student's questionnaire

This questionnaire aims to collect information relating to language games as a tool for supporting cooperative learning.

Age:

level:

school:

1- Put a tick each statement whether yes or no:

Questions	Yes	No
1- Do you prefer to work alone or work in groups?		
2- Do you see that working alone have more advantages than collaborative work?		
3- Do you think that cooperative learning develop students social skills?		
4- Using cooperative learning promotes friendship between learners?		
5- Do you prefer to use and include games in learning?		
6- Students will a quest too much responsibility while using cooperative learning??		
7- Do you like using games and activities of cooperative to learn/jigsaw, think pair?		
8- Do you feel you have better learning when teacher includes games of cooperative learning (hand master game...)?		
9- Group work develops willingness to assist and the more worthwhile value of caring and sharing?		
10- Cooperative in groups helps students to learn from each other and exchange their ideas.		

Prefer to work alone or in group?	Yes	No
Percentage	30%	70%

#### Question01: do you prefer to work alone or work in group?

The purpose of this question is to know if learners are involved in collaborative works or they prefer to work alone in order to evaluate themselves by themselves.

Learner should be taught how to work in groups in order to interact with their classmates. Answering this question: 70% of learners do not work in group, while 30% prefer work collaboratively. So, we remark here that learners are less interactive since they are aware of the benefits of cooperative learning.

Do you see that working alone have about advantages?	Yes	No
Percentage	70%	30%

### Question02:

The focus in this point is that learners prefer work alone because it's makes them more focus, but there are some learners prefer work with others because they feel shy and nervous. In other hand, some learners prefer collaborative work, because they exchange ideas, feel happy and enjoyable, answering this question, 70% prefer work alone, however 30% enjoy working in groups.

Do you think that cooperative learning develop student's social skills?	Yes	No
Percentage	80%	20%

### Question03:

The focus of this point is to confirm whether students acquire social skills hen work cooperatively. 80% agree with collaborative work may enhance social skills, however 20% do not prefer engage with others.

Using cooperative learning promotes friendship between learners?	Yes	No
Percentage	70%	30%

### Question 04:

The focus point of this question is to know the effectiveness of cooperative learning in building true relationships between students. 70% agree that collaborative learning makes friendship, but 30% said collaborative work can break relations and do not have this effectiveness.

Do you prefer to use and include games in learning?	Yes	No
Percentage	85%	15%

### Question 05:

The purpose of this question is to know if students like and enjoy when using educational games in learning.

Answering this question, 85% agree on using games in their learning process because they enjoy and make them happy, but 15% do not prefer using them because they feel uncomfortable.

**Question 06: Cooperative learning gives too much responsibility to the students?**

The focus of this point is to see whether cooperative work improves responsibility and performance.

Answering this point, 80% of them because more responsibility and self-reliable than before. Whereas 20% neglect this idea, they agree that working cooperatively may lead students to be depende on the others and thus create a sense of laziness.

Cooperative learning gives too much responsibility to the students?	Yes	No
Percentage	80%	20%

**Question 07: Do you like to learn through using activities of cooperative learning (jigsaw, think pair...)?**

The focus of this question is to know how much students react and accommodate when the teacher includes educational activities in the learning process.

Answering this question, 85% enjoy learning through the use of these activities because they feel much entertained during the lesson and may absorb better however, 15% do not prefer including games in learning because they consider them as a waste of time.

Cooperative learning v.s responsibility	Yes	No
Percentage	85%	15%

**Question 08: Do you like to include games (headmaster games, chain spelling games, and crazy story games) in your learning process?**

The focus of this point is to see if learners accept acquiring knowledge through the use of educational games, answering this question, 80% learn much more when using then and 20% do not prefer then thus they do not feel comfortable.

Using games in learning process	Yes	No
Percentage	80%	20%

**Question 09: group work develops willingness to assist and the more worthwhile value of caring and sharing?**

The focus of this statement is to know the importance of group work in developing students capability to ward learning and how much this effects on their attention to ward learning and create a sense of self awareness,. Answering this statement 70% agrees on this idea because they feel themselves more responsible to ward their learning besides, 30% do not go along with that.

Group work us, willingness caring and sharing	Yes	No
Percentage	70%	30%

### **Question 10: cooperation in groups promotes exchanging of ideas and influencing one another?**

The focus of this question is to check whether student's interaction may help them to exchange knowledge, ideas and cultures, 90% agree with this idea because some learners discover other cultures through interaction, whereas, 10% do not agree, they do not find group work a means of exchanging ideas.

Group work promote exchanging ideas	Yes	No
Percentage	90%	10%