

Cooperative Learning in a Required English Reading Class:

Developing the students' group cohesion and willingness to communicate through cooperative activities

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Agenda

1. Research background
2. Literature Review
3. Activities
4. My AR
 - Method
 - Results
 - Discussion/Limitations
5. Conclusion

Question!! Discuss this with your partner!

What are the differences (in attitude) between college students and younger students(JHS/HS) in their English classes?

Are there any different characteristics of each which could make your job difficult?

Pair discussion
...Is it a good instructional strategy???

- Higher achiever + Lower achiever?
 - Who will do most?
 - Whose mind will wonder?

We want.. all students to talk. all students to listen.

Kagan, 2013

Cooperative pair/group work
Created based on **Kagan Structure + JASC**

All students talk. All students listen.

① **RallyRobin**
In pairs, students take turns giving answers to a question/sharing their opinions.

1. When I say GO, start. Window side, go first.
2. When your partner finishes sharing, say "Thank you" and give some comment.
Thank you, ___ (name). I think your ideas are great.
3. Even if you have the same idea with the other student, you need to tell your partner about it in your own words!

Question!! RallyRobin

What are the differences (in attitude) between college students and younger students(JHS/HS) in their English classes?

Are there any different characteristics of each which could make your job difficult?

Background
Issues

- Non-English major, **required** English reading class in college

1. **No clear goals**
2. **Unfamiliar classmates**
3. **Different background/expectations**

+ Online Education

- **Loss of motivation**
- **Social isolation**

(Ivone et al., 2020; Fang, 2020; Aldowan, 2021)

Background
Issues (non-English major, required English reading classes in college)

Students' well-being??

One of the important factors for the **students' well-being** and **good academic performance** through **their college lives** is **good relationships with others**

(Dörnyei & Murphy, 2003; Johnson & Johnson, 1999; Kagan, 2013)

So, as a college instructor....

Provide students with opportunities to interact with others to build rapport → **Group Work!!**

[My General Class Objectives]

- (1) Students will have at least **three times to work with different students** in class.
- (2) **Sixty percent of the class time** will be spent in pairs/groups.
- (3) Students will be able to **learn about their classmates**.

LITERATURE REVIEW

1. Cooperative Learning
2. Group Cohesion
3. Willingness to Communicate

Cooperative Learning

- Johnson, Johnson & Smith (2013)

the instructional use of small groups so that students work together to maximize **their own and each other's learning**

Group work
≠
Cooperation

Cooperative Learning

Johnson, Johnson & Holubec (2002)

Five important components

- **Positive interdependence**
- **Individual accountability**
- Face-to-face promotive interaction
- Social skills
- Group processing

Kagan (2013)

Four basic principles

- **Positive interdependence**
- **Individual accountability**
- Equal participation
- Simultaneous Interaction

Positive interdependence

Johnson & Johnson (1999)

linked with others so that we cannot succeed unless they do

Jacobs & Kimura (2013)

their outcomes are positively correlated with those of their group mates

Kagan (2013)

no one can complete the task without the help of others



Individual accountability

Anderson (2019)

group success depends on contributions from all group members

Johnson & Johnson (1999); Jacobs & Kimura (2013)

encourage others to participate, while holding the responsibility in their own role and learning for contributing to the group



Cooperative Learning

Kagan (2013)

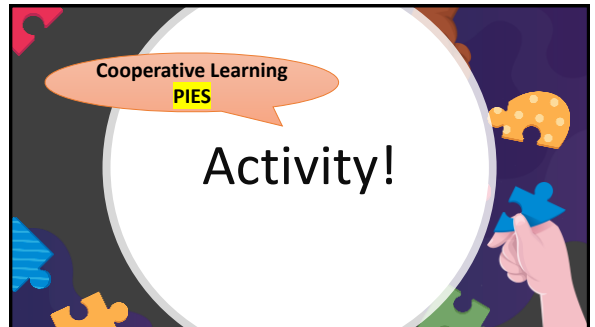
Four basic principles

- **Positive interdependence**
- **Individual accountability**
- **Equal participation**
- **Simultaneous Interaction**



Cooperative Learning
PIES

Activity!



Cooperative pair/group work

Created based on **Kagan Structure + JASCE workshop**

① RallyRobin (RoundRobin)

In pairs, students take turns giving question/sharing their opinions.

All students talk.
All students listen.

1. When I say GO, start.
2. When your partner finishes sharing, say "Thank you" and give some comment.
Thank you, ___ (name). I think your ideas are great.
3. Even if you have exactly the same idea with the other student, you need to tell your partner about it in your own words!



Cooperative group work (Based on Kagan Structure + JASCE)

② Five-Step Introduction (Three-Step Interview) Self-introduction activity in group

PIES

- Practice summarizing the information
- Be responsible for listening to others
- Have opportunities for redundant output/input

Kagan (1995)

② Five-Step Introduction

Goal: To learn (something) about everyone

Procedures:

1. Prepare a short speech about yourself
2. Introduce yourself to your partner
3. Introduce your partner to another pair
4. Introduce your group members to class (One S from each group)
5. Write a short report about everyone in your group individually

Self-Introduction

1. Prepare a short speech

1. My name is ...
2. I am from...
3. I like ...
4. A (fun/happy/surprising) fact related something you like (Connected to no.3)

Hi, my name is Eriko.
I am from Gifu.
I like ice cream.
My favorite flavor is mint-chocolate. I often buy a big bucket of mint ice cream and eat it all by myself.

+ positive psychology

2. Introduce yourself to your partner

- ① Face each other and give the self-intro speech to your partner.
- ② Say "Thank you" and repeat/summarize what your partner said.

***LISTEN TO YOUR PARTNER VERY CAREFULLY**
You CAN'T take notes!!

Thank you for your interesting self-introduction. (comment)
You are Eriko. You are from Gifu. You like ice cream and your favorite flavor is mint-chocolate. You often buy a big bucket of ice cream and eat it by yourself.
Is this correct?

傾聴とミラーリング: Active listening & Mirroring

THE STUDY OF COOPERATION IN EDUCATION IN JAPAN

傾聴 [Kei chou] :

to attentively listen to others' talk

ミラーリング (mirroring):

to repeat what others' said /shadowing

- motivation to learn
- responsibility to talk clearly
- deeper understanding of information

→building cohesion

Let's TRY!

Hi, my name is Eriko.
I am from Gifu.
I like ice cream.
My favorite flavor is mint chocolate. I often buy a big bucket of ice cream and eat it all by myself.

Thank you for your interesting self-introduction. You are Eriko. You are from Gifu. You like ice cream and your favorite flavor is mint-chocolate. You often buy a big bucket of ice cream and eat it by yourself. Is this correct?

3. Introduce your partner to another pair

1. Tell what you learned about your partner to another pair. Tell them your name as well.
2. Say "thank you" to the presenter, then take turn introducing partners in group.

***LISTEN TO YOUR TEAMMATES' SPEECHES VERY CAREFULLY!**
You CAN'T take notes!!

Hi, everyone. I'm Kevin. This is Eriko. She is from Gifu. She likes ice cream and her favorite flavor is mint-chocolate. She often buys a big bucket of ice cream and eats it all by herself.

Thank you, Kevin.

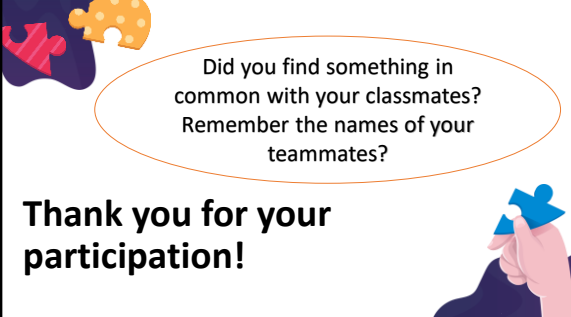
4. Introduce your group members to class

1. One person will be chosen **randomly** from each group
2. He/she introduces all your group members to other classmates

***NAME and at least ONE Piece of information**

Thank you, Eriko.

Hi, everyone. My name is Eriko. I like ice cream. This is She likes ...This is He lives in ... Thank you.



Did you find something in common with your classmates? Remember the names of your teammates?

Thank you for your participation!

5. Write a short report about group members

In Class Chat (introductions)

+summary/comments

Everyone is responsible for remembering the information!

Lit Review

Group Cohesion

Cooperative tasks

...difficult to achieve if students do not like or talk with each other. (Dörnyei & Murphy, 2003)

Need to build Group Cohesion

- unity of a group resulting from the development of strong and mutual interpersonal bonds among members (Forsyth, 2014)
- the closeness and a feeling of being a part of group (Dörnyei & Murphy, 2003)

Lit Review

Group Cohesion

-How do we build Group Cohesion among students?

- Spend much time together
- Share genuine personal information/experiences/memories
- Learn each other's names
- Find things in common
- Listen to each other and give positive comments

Cooperative Learning might help!

- RallyRobin
- Five step introduction
- + Active Listening & Mirroring

(Aubrey,2011; Dörnyei, 1997; Dörnyei & Murphy, 2003; Helgeson, 2015; Jacobs & Kimura, 2013; Kagan, 2013)

Evans and Dion (2012)

- Group cohesion and group performance are positively correlated
- Cohesive groups are more productive than non-cohesive group

-Clement et al. (1994)

Group cohesion and learners' positive evaluation of learning environment are associated

-Clement et al. (1994); Matsubara (2007)

"Group cohesion" could positively influence learners' classroom behaviors.

-Dörnyei (1997)

"Group cohesiveness" is one of the most important elements for the learners' success.

Cao and Philp (2006)

"the more distant the relationship of the individual to the receiver(s), the less willing the individual is to communicate" (p. 488).

Willingness to Communicate

■ "a readiness to enter into discourse at a particular time with a specific time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p.547)

■ → Predictor of frequency of L2 communication

Heuristic Model of Variables Influencing WTC (MacIntyre, Clement, Dornyei, Kimberly, & Noels, 1998)

WTC in Japanese context
-Why important?

- ◆ Lack of opportunities
 - English = Classroom matter
 - Chances to use English are not automatically occurred outside classroom (Yashima et al., 2004).
- ◆ Accustomed to be silent
 - Disinterest, laziness, refusal for participation...etc
 - Some learners think that they should talk only when nominated (Harumi, 2016).
- ◆ Culturally different communication styles
 - Need to learn the skills to have a "voice" to reach the world (Yashima, 2016)
 - Many Japanese learners reported having difficulty during study-abroad because initiating interactions and conversations were challenging for them (Yashima, 2016).

WTC in Japanese context
-How to improve Japanese students' WTC?

Yashima et al. (2016)

- Learners found strategies to initiate turn-taking through repeated discussion sessions in pairs/groups.
- Learners become less nervous and take up the challenge of contributing to the talk when the teacher control is lifted.

Matsubara (2007)

- The student-centered approach can increase WTC outside the classroom.

Cooperative Learning might help!

- RallyRobin
- Five step introduction + Active Listening & Mirroring

To summarize my study background...

Cooperative Learning
PIES

Activity!

Cooperative pair/group work

Created based on Kagan Structure + JASCE workshop

③ Missionaries

Ss work together in the original group (home group) creating some paragraph or doing some research. Then they move to form a new group separately and each individual shares what they prepared in the home group with the new group members.

All students talk.
All students listen.
Everyone is responsible.

Activity 3: Missionaries

CL

1. Ss make a group of 3/4.
2. Ss decide their group roles & the name of the home group. (The Same Game)
3. Ss create a paragraph (a quiz) together in groups following the instructions.
4. Ss move to form a new group to present what they created in their home group.
5. Ss go back to their home group to share what they learned from others.

Activity 3: Missionaries

CL

2. Ss decide their **group roles** & the **name of the home group**. (The Same Game)

Group Roles (3人の場合、ReporterはWord checkerを兼任)

- **Discussion Leader:** Lead the group work
- **Notetaker:** In charge of all the writings on the Worksheet
- **Word checker:** In charge of spelling/vocabulary (allowed to use a smartphone!)
- **Reporter:** Respond to the T's questions/requests as a representative of their group

Team-making

- ① Assign the roles by alphabetical order.



Eriko/ Yoshi/ Duane/ Kevin

1. **Discussion Leader (Duane)**
2. **Notetaker (Eriko)**
3. **Word checker (Kevin)**
4. **Reporter (Yoshi)**

Provide Ss with the opportunity to pay attention to their names!

Team-making (Naming your team)

- ② The same game (Round Robin)



1. Each person thinks of an item they like individually.
2. Face the group and share your item like.
 - > D
 - > e.g. ...ing, Lady Gaga, and eating ... night.
3. Find some commonality or something everyone likes. name your group based on the items.
 - > e.g. Team Soccer Fans/ The Sushi/ Ramen Lovers

Reporters!

Come up to write the name of your team on the board!

Something in common!

Unit theme: Animals
Grammar focus: Adjectives

Let's pretend...



Dolphins are intelligent.

They are a social animal.



Octopuses are famous for their round bodies and eight arms.

Activity 3: Missionaries

CL

3. Ss create a paragraph (a quiz) together in groups following the instructions.

Animal quiz!!

Make a paragraph describing an animal (in ... /sea animals) in group! Use at least **three adjectives** in ... and **do NOT include the name** of the animal!!

Start!!

Ex.

This animal is very intelligent. They are social and friendly, so they often swim together and play with each other. Also, they use a special whistle to communicate. Their skin is very smooth, and they have cute eyes.

Dolphins!

Activity 3: Missionaries

CL

4. Ss move to form a new group to present what they created in their home group.

Animal quiz!!

- Present what you created in the home group to the new members!
- Do NOT read the paragraph / Do NOT reveal the answer! (Animal names)

Ex.

Hi, I'm _____ (Your name). I'm from _____ (Group name).

This animal is very *intelligent*. They are *social and friendly*, so they often swim together and play with each other. Also, they use a *special whistle* to communicate. Their skin is very *smooth*, and they have *cute eyes*. What animal is this??

Activity 3: Missionaries

CL

Ex.

Hi, I'm _____ (Your name). I'm from _____ (Team name).

This animal is very *intelligent*. They are *social and friendly*, so they often swim together and play with each other. Also, they use a *special whistle* to communicate. Their skin is very *smooth*, and they have *cute eyes*. What animal is this??

When you are listening, you can take notes! However, you can NOT ask any questions or reveal the answer.

→Bring the ideas back to the home group later!

Activity 3: Missionaries

CL

5. Ss go back to their home group to share what they learned from others.

Animal quiz!!

RoundRobin

- Take turn sharing what you learned from other groups.
e.g. I listened to presentations of three groups. _____ (group name) was describing _____ (animal), _____ (group name) was describing _____ (animal), ...
- If you are not sure about the answer, ask your group member for help.

Answers!

Reporters!
Tell everyone what animal you were describing!

Did you find Cooperative Structures useful/effective?

Thank you for your participation!

MY AR METHOD

1. CONTEXT
2. CLASS PROCEDURES
3. DATA COLLECTION
4. RESULTS



1. Context

- First year students in College, **non-English majors**
- Class Content: **Reading (a required course)**
- Class size: **38(Spring)**, 45(Fall)
- Time: 90 minutes, **1/week**
- Textbook: "Reading Explorer 1", Cengage
- Level: Elementary (EIKEN pre-2/CEFR A1-A2)
- Class method: Face-to-face with online assignments

Week	Class Contents	Data Collection
1	On-demand Orientation	Questionnaire
2	Zoom Practice	
	Three-Step Interview	
Week1:		
3	Unit1A Small Talk, RallyRobin	Exit Slip
4	Unit1B Active Review, RallyRobin	Exit Slip
5	Unit1 Activities Missionaries	Exit Slip
Week2:		
6	Unit2A Small Talk, RallyRobin	Exit Slip
7	Unit2B Active Review, RallyRobin	Exit Slip
8	Unit2 Activities Missionaries/Group Jigsaw	Exit Slip
9	Unit3A Small Talk, RallyRobin	Exit Slip
10	Unit3B Active Review, RallyRobin	Exit Slip
11	Unit3 Activities Missionaries/Group Jigsaw	Exit Slip
Week3:		
12	Unit5A Small Talk, RallyRobin	
13	Unit5B Active Review, RallyRobin	
14	Unit 5 Activates	
	Final Research Project	
	Final Research Presentation	Questionnaire Interview

*1 Unit, 3 weeks cycle

Spring semester

Class activities

(Reading Weeks)



- ✓ **Active Review (RallyRobin)**
- ✓ **Pre-reading activities**
 - Small Talk (+Conversation Strategies) × 2-3 classmates
 - Vocabulary Quiz/Short Conversation (**RallyRobin**)
- ✓ **During-reading activities**
 - Skills Introductions
 - Scanning Quiz (**RallyRobin**)
- ✓ **Post-reading activities**
 - Comprehension Quiz (**Individual online work**)



Class activities

(Activity Weeks)



- ✓ **Active Review (RallyRobin)**
- ✓ **Team-building (3-4 students)**
 - The Same Game**
 - (Assign roles and name the team)
- ✓ **Group Work (Missionaries / Jigsaw reading)**
- ✓ **Post-Activity Report on Chat (Individual Work)**

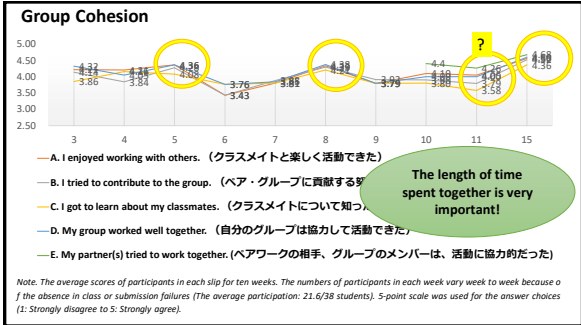
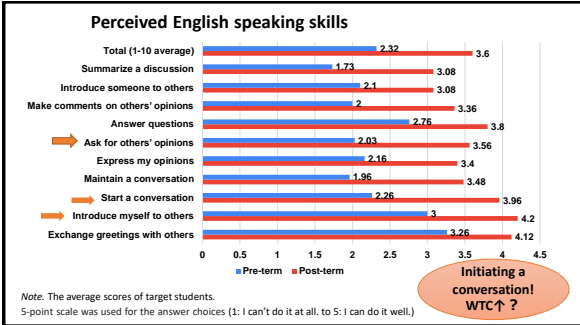


Research Questions

- (1) What impact does weekly participation in **cooperative pair/group activities** have on **learners' perceptions of their English abilities**?
- (2) How does the series of **cooperative pair/group activities** influence learners' **group cohesion**?
- (3) How do **cooperative pair/group activities** affect non-English major English language **learners' WTC** in English?

Data Collection

- **Questionnaires(Pre/Post-term)**
 - Perceived English-speaking skills
 - Willingness to Communicate
- **Exit Slip (Every Week [Week3-11,15])**
 - Group Cohesion
- **Interviews (Post-term, with 3 participants)**



*1 Unit, 3 weeks cycle

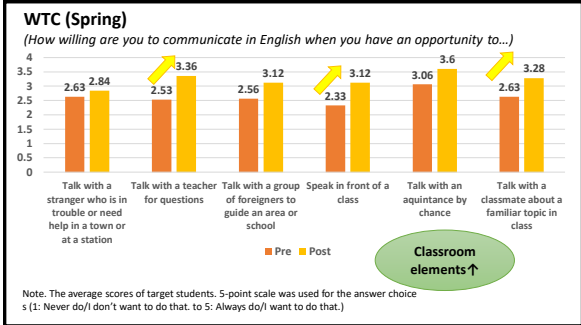
Week	Class Contents	Data Collection
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7	Unit2B Active Review, RallyRobin	Exit Slip
8	Unit2 Activities Missionaries/Group Jigsaw	Exit Slip
9	Unit3A Small Talk, RallyRobin	Exit Slip
10	Unit3B Active Review, RallyRobin	Exit Slip
11	Unit3 Activities Missionaries/Group Jigsaw	Exit Slip
12	Unit5A Small Talk, RallyRobin	
13	Unit5B Active Review, RallyRobin	
14	Unit 5 Activates	
15	Final Research Project	Questionnaire
	Final Research Presentation	Interview

Week1: Read Passage A (pair work)

Week2: Read passage B (pair work)

Week3: Activity Day (group work)

Spring semester



Comments from Interviewees

Mika

- Enjoyed talking with new people every time
- Got more interested in studying abroad
- Couldn't practice speaking English in groups

Masa

- Could have a conversation almost everyone in class
- Was not very good at working with others, but could do well because of the clear roles and responsibility
- In pairs, could speak more English than in groups

Kei

- Uncomfortable talking a lot in a reading class at first
- Liked working with others because it helped me notice new thinking and help each other
- Sometimes worried about the group scores because of some lower leveled students

Cohesion Language ??

CONCLUSION/DISCUSSION

Research Questions

- (1) What impact does weekly participation in **cooperative pair/group activities** have on **learners' perceptions of their English abilities**?
- (2) How does the series of **cooperative pair/group activities** influence learners' **group cohesion**?
- (3) How do **cooperative pair/group activities** affect non-English major English language **learners' WTC** in English?

(1) Perceptions towards their own English abilities



- Became more confident in their own abilities of **initiating a conversation**
 - Ss feel less worried about accuracy when talking with peers (Jacobs and Kimura, 2013)
 - Ss found strategies to initiate turns by asking questions and listening carefully under no teacher-control (Yashima et al., 2016)

- Some worried about accuracy

(2) Group cohesion



- Influenced by the contents, pair/group structures
 - higher cohesion scores on activity (group work) days
 - low cohesion on the first day of the unit
- ..the length of time spending together is an important element of group building (Dörnyei & Murphy, 2003; Johnson & Johnson, 1999; Kagan, 2013).

(3) WTC in English



- Significant growth in classroom items
 - Connection to their improved confidence in **initiating a conversation**
 - If a learner is motivated, he or she tends to feel more confident in competence, and the confidence affects his or her WTC. (Yashima, 2002)
- Seek for more opportunities to talk with the instructors
 - Willing to challenge themselves to communicate with an advanced speaker? *Ts = important resource!

limitations

- Details of Ss interactions are not observed/analyzed sufficiently
- → Include more qualitative data to investigate the Ss' interactions (e.g. video recording, questions about their community)
- Language development was less focused in class → Negative effects on accuracy
- → Careful planning and time management to create a balance between cohesion building and language learning

Cooperative Learning Structures have numerous benefits on...

- Building cohesion between students
- Improving learners' WTC

Thank you very much !



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