

## 論文

# Cooperative Learning and Motivation

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## 要 旨

Cooperative learning (協同学習)とは学習者が小グループで、一緒に作業を通して、学習を深めるものだとして Johnson *et al* (1998) は定義している。協力が必要な状況のなか、学習者1人ひとりには自分のためだけではなく、グループのメンバーの学習結果にも配慮することにつながる。協同学習という教授法を取り入れることによって、学習者がより積極的になり、やる気の向上もみられる。協同学習を成功させるにはグループによる学習時間が充分ではなければならない。また、教員はその学習を支援する態度が欠かせない。本稿では協同学習とやる気の関連を探り、授業への導入について提言する。

Keywords: cooperative learning, motivation, teaching method, self-esteem, retention, interdependence, accountability

## Abstract

Cooperative learning according to Johnson *et al* (1998) is the “instructional use of small groups so that students’ work together to maximise their own and each other’s learning.” Within cooperative situations, students seek outcomes that are beneficial not only to themselves but also to the members of their group. By adopting a

cooperative learning approach as a teaching method, teachers encourage students to become actively involved in the learning process and this enhances their motivation. To be motivated to learn, students need ample opportunity to interact with each other as well as steady encouragement and support of their learning efforts. This article will explore the link between cooperative learning and motivation and discuss ways that cooperative learning can be incorporated into your classroom practices.

**Keywords:** cooperative, learning, motivation, teaching method, self-esteem, retention, interdependence, accountability

### **Cooperative Learning and Motivation**

There is an ever increasing need for interdependence in all levels of our society today. Providing students with the tools to effectively work in a collaborative and cooperative environment should be our priority as teachers. Cooperative learning (CL) is one way to provide students with a well defined framework from which they can learn from one another. Students work towards fulfilling academic and social goals that are clearly stated. It is a team approach where the success of each group is dependent on each member actively contributing to the group activity. CL according to Johnson *et al* (1998) is the “instructional use of small groups so that student’s work together to maximise their own and each other’s learning”. Within cooperative situations, students seek outcomes that are beneficial not only to themselves but also to members of their group. By adopting a CL approach as a teaching method, teachers encourage students to become actively involved in the learning process.

It has been posited that students are either motivated or they are not (Biehler & Snowman 1997). However, Johnson and others have found that, as students become more engaged in their learning, their motivation increases. To be motivated to learn, students need ample opportunity to interact with each other as well as steady encouragement and support of their learning efforts. By placing students in groups

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and giving them tasks that require interdependence, each member of the group becomes accountable for achieving a shared goal. Students are then motivated by the team effort as well as by seeing their own contributions accepted by the group. The active exchange of ideas within small groups not only increases interest among the students but also promotes critical thinking (Johnson & Johnson 1989).

### *What is cooperative learning?*

CL is a method of teaching and learning in which students work together to explore a significant question or create a meaningful project. In CL, students work together in small groups on a structured activity in order to accomplish shared learning goals. CL and working in a group are not one and the same coin but two very different situations as Woolfolk (2001) points out:

The terms group learning and cooperative learning are often used as if they meant the same. Actually, group work is simply several students working together—they may or may not be cooperating. Cooperative learning is an arrangement in which students work in mixed ability groups and are rewarded on the basis of the success of the group.

According to Johnson and Johnson (1986, p.31), there is persuasive evidence that cooperative teams achieve higher levels of thought and retain information longer than students who work quietly as individuals. Thus the shared learning experience gives students an opportunity to engage in discussion, take responsibility for their own learning and as a result, become critical thinkers (Totten, Sills, Digby & Russ, 1991). In order to create an environment in which CL can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task students' work together on must be clearly defined. CL differs from traditional teaching approaches because students work together rather than compete with each other individually. A group member's success in creating a presentation on injustice, for example, depends on both individual effort and the efforts of other group members who contribute needed knowledge, skills and resources. No one group member will possess all of the information, skills or

resources necessary to create the best presentation.

Since CL techniques revolve around the use of small groups (usually between 3 to 6 members), they can be used with almost any teaching strategy and can be easily implemented into your classroom practices. Grouping is heterogeneous which allows for different language levels as well as cultural backgrounds and so forth. CL can also be incorporated using elements of constructivist teaching which deals with learners investigating real-world problems by reflecting on their own experiences. This is an approach I adopted in my use of CL and the details of which appear below.

***Example of a lesson plan for a theme-based student centred lesson using CL.***

This is a lesson plan for university students in years 3 and 4. There were 7 students in this class (6 females and 1 male).

The overall theme of the class was the concept of *injustice* in terms of those who have suffered from it, and those who have helped create it. Each week, students were asked to do some research on injustice and share the information with the class and discuss their findings. Students were asked to give their opinions based on the information presented.

As a class project, we watched *Gandhi* which also deals with injustice on numerous levels. After each viewing, various issues from the movie were highlighted and discussed. For individual projects, students were asked to compile a portfolio based on all their research on injustice and provide comments and opinions based on the information they collected.

For the group project, the students were divided into 2 groups. One group had four students and the other had 3. Students were assigned to their groups at the beginning of the semester and so they had 12 weeks to prepare for their presentation.

**Objectives:** The students were told that they had to give a presentation at the end of the semester based on the theme of the class and it was to be delivered in English. The

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students were responsible for the format and content of their presentation as well as how they chose to present it. They were given explicit instructions regarding the task of the group and their various roles within it. Whilst the student roles within the group such as researcher, writer or illustrator were shared, they also worked interdependently in achieving the groups goal. Even though the academic task is of primary importance in CL, students also had the opportunity to learn how to maintain harmony within the group as well as how to respect each others views.

### ***Why use cooperative learning?***

1. It promotes individual student learning. As a result, students learn how to think critically as they work through the specific steps required to achieving a given task.
2. It encourages greater effort among students as they are striving for the mutual benefit of the group. Consequently, the students gain from each other's efforts and this creates greater productivity, long-term retention and intrinsic motivation in them. In addition, students can share their strengths and also develop their weaker skills.
3. It helps students develop their oral skills. By interacting with each other, students promote each others success by orally explaining how to solve problems, teaching one's knowledge to others and by discussing together the concepts being learned.
4. It enhances students' satisfaction with their learning experience. As students are learning together, this process increases their retention and this helps to increase their self-esteem and this ultimately motivates them.

### ***What makes cooperative groups work?***

It would be very misleading for teachers to think that well meaning instructions such as "work together" or "be a team," will be enough to create cooperative efforts among students. As Johnson and Johnson (1989, p.3) point out, "placing students in groups and telling them to work together does not in and of itself result in cooperation." Not all groups are cooperative and as such, lessons need to be structured so that

students do actually work cooperatively with each other. According to Johnson and Johnson (ibid), it is important that teachers are familiar with the components that make cooperation work and this will allow them to:

1. Take existing lessons, curricula and courses and structure them cooperatively.
2. Tailor cooperative learning lessons to meet the unique instructional circumstances and needs of the curricula, subject area and students.
3. Diagnose the problems some students may have in working together and intervene to increase the effectiveness of the student learning groups.

Johnson and Johnson (1999) developed the following elements of cooperation which includes a five element criterion that define true cooperative learning groups. Systematically structuring these basic elements into group learning situations helps ensure cooperative efforts and enables the disciplined learning for long term success (Johnson *et al* 1993).

1. Positive Interdependence: Each group member has a unique contribution to make and the success of the group is dependent on each member's efforts. Group members have to be aware that their efforts not only benefit themselves individually but the whole group. Doing so creates a commitment to the success of group members as well as one's own and is the heart of cooperative learning. If there is no positive interdependence, there is no cooperation.
2. Face-to-face Interaction: Students need to do real work together in which they promote each other's success by sharing resources and helping, supporting and encouraging each other's efforts to achieve. Students are shown how to help each other overcome problems and promote each other's success.
3. Individual and Group accountability: Each member of the group has to make a significant contribution to achieving the group's goal. The group has to be clear about its goals and what the members have to do to achieve them. Each member of the group is responsible not only for learning but also for helping other members of the group to learn, thus creating an atmosphere of achievement.
4. Interpersonal Skills: students need to know how to interact with one another and as such, direct instruction in social skills and group communication skills

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are necessary. For example, assigning students with roles such as reporter or writer so as to teach them leadership and decision skills.

5. **Group Processing:** Group members discuss the progress of their project and how they are maintaining effective working relationships. How the group is working out and other problems they might be facing can also be addressed. Group members need to recognise that they all share the same fate and what affects one member of a group affects them all.

### *The Group Processes*

Tuckman (1969, quoted in Argyle, 1969) established that a group went through four stages from its formation and these have important implications in relation to the dynamics of the classroom as well as the use of group activities when teaching.

1. **Forming:** At first there is some anxiety among the members of the group in terms of how to communicate with one another. This might be the first time some of the students have talked together. In addition, as they are dependent on the teacher to provide them with direction in terms of the task to be performed and what is or is not acceptable behaviour, this could be further cause for concern.
2. **Storming:** There is conflict between sub-groups and some rebellion against the leader. Members of the group may resist their leader and the role relations attending the function of the group can be questioned and/or challenged.
3. **Norming:** The group begins to develop some form of cohesion. Members of the group begin to support each other. At this stage, there is co-operation and an open exchange of ideas and feelings about their roles in the group and each other.
4. **Performing:** Most problems are now resolved and there is a great deal of interpersonal activity. Everyone is devoted to completing the tasks they have been assigned and there is a real sense of satisfaction within the group in terms of the progression of the task or activity.

As a general rule, almost every group goes through these four stages (sometimes more)

until it reaches a state of uniformity.

### ***Organising Learning Groups***

The following criteria will help teachers facilitate CL into the classroom and get the best from the group process.

1. Decide how the groups are to be formed: Some teachers prefer to randomly assign students to groups to maximise their heterogeneity. That is, mixing male and female, verbal and quiet students (Fiechtner and Davis, 1992; Smith, 1986). Some teachers let students choose who they want to work with, although the risk with this is that students will socialise too much and also self segregate (Cooper, 1990). Still other teachers prefer to form the groups themselves, taking into account students' prior achievement, and levels of preparation, work habits, ethnicity and gender (Connery, 1988). In the case of my class, as I had only seven students and only one male student, trying to decide how to group them was difficult. There were four 3<sup>rd</sup> year students and three 4<sup>th</sup> year students, one of which was a mature student. After much deliberation, I grouped two 3<sup>rd</sup> year students together with a 4<sup>th</sup> year student and the other group included the male and mature students. There were a couple of students who were friends and so I put them in different groups as I felt that one of the students was stronger than her friend and I did not want there to be a situation where students were not pulling their weight and so others would have to carry them. Essentially what I did in my grouping was sprinkle the more able students evenly among the two groups. Ultimately it will be up to the teacher to decide the best way to group their students.
2. Be conscious of group size: In general, groups of four or five work best as larger groups decrease each member's opportunity to participate actively. Similarly, in a small group it is difficult to be passive. Every member of the group has to carry their fair share. As mentioned above, I had one group of three students and one of four. I had initially considered making the seven students one group as it was such a small class but I decided against it. The quiet and shy students would have been left behind and would have had very little chance to make a positive



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- contribution to the group.
3. **Keep groups together:** One of the main challenges faced in CL is group conflict. Students need to work together even though it is not something that comes naturally. When a group is not working well together, avoid breaking it up, even if the group requests it. The addition of the floundering group's members to ongoing groups may throw off their group process, and the bailed out group does not learn to cope with its unproductive interactions (Wolvoord, 1986). It is crucial that group members learn to work together harmoniously and respect each other. Any conflicts that exist within the group should try to be solved amicably.
  4. **Help groups plan how to proceed:** Ask each group to devise a plan of action. How is the task to be executed? Who will be responsible for what and when?
  5. **Regularly check in with the groups:** If the task spans several weeks, it is important to maintain frequent checks with the groups. This gives the groups a chance to talk about their progress and talk to you about any concerns that they may have. It also gives the teacher a chance to chart the progress of each group.

In addition to the above, it is imperative that students know how the groups will operate and what their responsibilities are as members of a group. The objectives of each group must be clearly defined and some guidance about the participation of members should also be clarified. Furthermore, students need to know how they will be graded. If they are going to be graded as a group then members need to know they cannot let others do all their work while they sit back. Active participation within the group process provides a stimulating environment for our students and thus combats boredom which is one of the cited reasons why students often lack motivation in the classroom.

### ***Motivation and Self Assessment (SA)***

It is quite easy to assume that success in the classroom rests on the premise that a student is "motivated". For teachers teaching in an EFL classroom, it can be quite challenging finding ways to motivate students. Consequently, teachers are under immense pressure as they attempt various strategies to motivate their students on a

continual basis. However, regardless of the motivation strategies employed by a teacher, motivation cannot operate in a vacuum and as such there are certain preconditions that have to be met before any attempts to generate motivation can be effective. Creating a pleasant and supportive classroom atmosphere as well a good teacher and student rapport are some such conditions that can help to generate motivation. As Dornyei (2001, p.116) notes, “teacher skills in *motivating* learners should be seen as central to teaching effectiveness.” As teachers we should spend more time explaining why we teach what we teach and why the topic, approach or activity is important, interesting or worthwhile for our students. A teacher’s enthusiasm for the subject will be transmitted to the students which will make them more interested in what they are being taught. Furthermore, student’s interaction with each other and the promotion of group cohesiveness through CL will have a major effect on student’s motivation. The feeling of satisfaction is also a significant factor in reinforcing achievement behaviour, which renders satisfaction a major component of motivation. CL also contributes to high levels of motivation through the pro-academic attitudes that it fosters among group members. Many studies have found that CL students spend significantly more time on task than do students working in a more controlled learning environment (Johnson *et al.*, 1995, Slavin, 1995). Researchers in CL found that when students work together to accomplish a group goal, they come to express norms in favour of doing whatever is necessary for the group to succeed (Slavin, 1995). Carrier and Sales (1987) as cited in Sinhanayok and Hooper (1988) observed that “students working cooperatively appeared to motivate each other to seek elective feedback to their responses and to practice items during learner control.”

Students can become better language learners when they engage in deliberate thought about what they are learning and how they are learning it. In this kind of reflection, students are able to step back from the learning process to think about their learning strategies and their progress as language learners. Such SA encourages students to become independent learners and this can increase their motivation. When students assess their own progress they learn about their strengths and weaknesses. They are then able to build on the former while rectifying the latter. SA “mirrors and measures students’ performance in ‘real-life’ tasks and situations” (Hart, 1995, p.106) and as such, students are in a better position to keep track of their efforts in a group and that

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of other group members. A copy of the group work assessment sheet can be seen in appendix A, and appendix B shows students assessment of their project and an evaluation of the overall outcome of their presentation. If each group sets a goal in terms of what they hope to achieve from a given task, students will be able to evaluate their progress more clearly when they have targets against which to measure their performance. Additionally, students' motivation to learn increases when they have self-defined and therefore relevant learning goals. This gives students more confidence in their learning efforts and this creates a positive classroom experience which in turn enhances the dynamics of each group.

### *Conclusion*

For CL to be effective, the teacher must view teaching as a process of developing and enhancing students' ability to learn. The teachers' role is not to transmit information, but to serve as a facilitator for learning. This involves creating and managing meaningful learning experiences and stimulating students' thinking through real world problems. The positive effects of CL experiences often outlast the teams or groups themselves and may extend to relationships outside of school. CL contributes to both achievement and social harmony and can increase the participation of all students (Slavin, 1995).

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### *APPENDIX A*

#### **Group Work Assessment Sheet**

Student's Name:

Name of Project:

1. Who did you work with in your group? Describe one thing that each person contributed to the group to make the project successful.

Name:

Contribution:

Name:

Contribution:

Name:

Contribution:

2. Where there any conflicts in the group? Describe how you solved this problem.

3. How was this activity with the group different than if you were to do it alone?

4. List three suggestions about how the group could have done something differently.

a.

b.

c.

5. What did you do to contribute to the success of the activity for the group?

6. What would you change about your own contributions to the group?

7. What did you enjoy most about working with this group?

8. What grade should be given to your group and why?

APPENDIX B

**Group Work Assessment Sheet**

Student's Name: Hideko Hara

Name of Project: Mother Theresa

1. Who did you work with in your group? Describe one thing that each person contributed to the group to make the project successful.

Name: Emi Yoshiguchi

Contribution: Suggestion of our group theme, and  
Work about Mother Theresa's activities (information)

Name: Naomi Toriyama

Contribution: History about Mother Theresa's life (information)

Name:

Contribution:

2. Where there any conflicts in the group? Describe how you solved this problem.

How do we construct this presentation?  
↑ our problem.

We gathered Mother's information each other, and in the class,  
we talk about the main content and each role.

3. How was this activity with the group different than if you were to do it alone?

Maybe I think I use many properties like photographs or  
video or resumes. Because I think everyone is more intelligible.

4. List three suggestions about how the group could have done something differently.

- a. We should have more information because time partition  
is not fair. <sup>especially I and Naomi</sup> some
- b. We should use performance and more properties because we  
use only paintings.
- c. We should hand out some paper like memo  
because it is easier to understand the presentation  
contents.

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5. What did you do to contribute to the success of the activity for the group?

I draw some paintings and search  
Mother Theresa's life.

6. What would you change about your own contributions to the group?

I cut our speech sentence because  
I have a possibility not to speak all in that time.

7. What did you enjoy most about working with this group?

We enjoyed talking

because we didn't have any chance  
to meet in general.

8. What grade should be given to your group and why?

$\frac{3}{5}$  ← Because our presentation almost spoke about  
our topic.  
Surely simple is the best  
but I think it isn't enough for me.

I wanted to ready something for this time  
more and more.

### Group Work Assessment Sheet

Student's Name: Naomi Toriyama

Name of Project: Mother Teresa

1. Who did you work with in your group? Describe one thing that each person contributed to the group to make the project successful.

Name: Hideko

Contribution: draw picture, made sentence of history

Name: Emi

Contribution: made presentation point and order

Name:

Contribution:

2. Where there any conflicts in the group? Describe how you solved this problem.

We had problem of having no chance of our meeting.

And we met and made presentation except class.

3. How was this activity with the group different than if you were to do it alone?

If I were to do it, I couldn't make good presentation.

Hideko and Emi and I cooperated each good idea,  
So we could make it.

4. List three suggestions about how the group could have done something differently.

a. We made a picture-story show.

b. We made each part in presentation to understand easily.

c. We set up point of Mother Teresa.

That is she never took discrimination but  
she served poor people.



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5. What did you do to contribute to the success of the activity for the group?

I practiced talking about Mother Teresa's history.  
I tried to make easy sentence for good understanding.

6. What would you change about your own contributions to the group?

I wanna speak English more frequently.

7. What did you enjoy most about working with this group?

I really enjoyed talking about this with Emi and Hideko.  
I could make good relationship.

8. What grade should be given to your group and why?

S

Because We did our best and  
We prepared very well.

And We could learn Mother Teresa deeper.

### Group Work Assessment Sheet

Student's Name: Nobuki Itoi

Name of Project: Dalai Lama project

1. Who did you work with in your group? Describe one thing that each person contributed to the group to make the project successful.

Name: Misaki

Contribution: Introduction , made resume

Name: Yoko

Contribution: Tibetan Problem , made resume

Name: kana

Contribution: Conclusion

2. Where there any conflicts in the group? Describe how you solved this problem.

At first, we talk about the Outline of lecture and decide each part to Present about Dalai Lama. Therefore, "talk about each other in group" help us to solved the conflicts.

3. How was this activity with the group different than if you were to do it alone?

I enjoyed group activity. Because each member had unique idea and those idea help presentation more better than to do it alone.

4. List three suggestions about how the group could have done something differently.

a. To use map

b. To show a picture - story show

c. To use resume

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5. What did you do to contribute to the success of the activity for the group?

- I was checked about Tibetan Buddhism and 14<sup>th</sup> Dalai Lama.
- presentation for 14<sup>th</sup> Dalai Lama. (include Tibetan Buddhism.)

6. What would you change about your own contributions to the group?

I suggested to do the short drama about Dalai Lama.  
That became a picture-story show.

7. What did you enjoy most about working with this group?

I could get the new information about Dalai Lama and get new view point about how to do the presentation.

8. What grade should be given to your group and why?  
However, the most big point to enjoy the group was could communicate with group member.

well... I think A.

Because... We tryed to do some unique presentation and try to make ourself understood more easy about Dalai Lama.

Used map, made resume, used a picture-story show are the device for that.

### Group Work Assessment Sheet

Student's Name: Misaki Tobita

Name of Project: 14th Dalai Lama

1. Who did you work with in your group? Describe one thing that each person contributed to the group to make the project successful.

Name: Yoko

Contribution: prepare  
make handout, speech about chinese occupation

Name: Kana

Contribution: prepare for conclusion.

Name: Yoshi'ki

Contribution: prepare for Tibetan Buddhism

2. Were there any conflicts in the group? Describe how you solved this problem.

Yoko did many tasks in our group

However, she left did less tasks than her

3. How was this activity with the group different than if you were to do it alone?

I felt harder, I would focus on the only historical happening  
it would be " so presentation would be more simple and boring.

4. List three suggestions about how the group could have done something differently.

a. We had to talk about our own tasks. Sometimes we talked same things.

b. We also had to prepare some paintings expect for handouts. Paintings would help us.

c. We had to do rehearsal, it would help us to make presentation fluently

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5. What did you do to contribute to the success of the activity for the group?

I made handout and : tried to say my opinion.

6. What would you change about your own contributions to the group?

I had to help others to make up their sentences.

7. What did you enjoy most about working with this group? *Because some people had to prepare more difficult theme than my introduction.*  
making handout

8. What grade should be given to your group and why?

75 / 100

We didn't have enough discussion.

Because of that, sometimes we repeated same things or conclusion was not clear.