



## APPLICATING COOPERATIVE TEACHING METHODS IN ENGLISH TEACHING TO DEVELOP STUDENTS' LANGUAGE ABILITY

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### Abstract:

The article is based on the theory of the cooperative teaching method such as: concept, nature, characteristics, meaning to give measures in applying cooperative teaching method in teaching English to develop students' language ability such as: choosing appropriate content and tasks; designing lesson plans based on cooperative teaching method; organizing cooperative teaching method. From that point, the article asserts: The cooperative teaching method is the method that plays a very important role in teaching in general and teaching English to students in particular. Through the way of organizing teaching, students actively interact with each other. From there, students will receive knowledge and skills actively and flexibly and improve their ability to use and apply English fluently in practice.

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## SỬ DỤNG PHƯƠNG PHÁP DẠY HỌC HỢP TÁC TRONG DẠY HỌC TIẾNG ANH NHẪM PHÁT TRIỂN NĂNG LỰC NGÔN NGỮ CHO SINH VIÊN

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Thông tin bài viết	Tóm tắt
Ngày nhận bài: 15/9/2021	<p>Bài viết dựa vào lí luận của phương pháp dạy học hợp tác như: khái niệm, bản chất, đặc điểm, ý nghĩa để đưa ra các biện pháp trong áp dụng phương pháp dạy học hợp tác (DHHT) trong dạy học tiếng Anh nhằm phát triển năng lực ngôn ngữ cho sinh viên như: chọn nội dung và nhiệm vụ phù hợp; thiết kế kế hoạch bài học áp dụng DHHT; tổ chức DHHT. Từ đó bài viết khẳng định: Phương pháp DHHT là phương pháp dạy học có vai trò rất quan trọng trong việc dạy học nói chung và dạy học tiếng Anh cho SV. Thông qua cách tổ chức cho SV chủ động, tích cực tương tác nhóm với nhau theo các pha đảo vị trí. Từ đó, SV sẽ tiếp nhận tri thức, kĩ năng một cách chủ động, linh hoạt và nâng cao năng lực sử dụng và vận dụng thành thạo tiếng Anh trong thực tiễn.</p>
Ngày duyệt đăng: 1/12/2021	
<b>Từ khóa:</b> <i>áp dụng, dạy học hợp tác, tiếng Anh, năng lực ngôn ngữ, sinh viên.</i>	

### 1. Introduce

Cooperative teaching is the content that includes both the teaching method of the teacher and the learning method of the learner. From the teacher's perspective, cooperative learning is how the teacher organizes to transmit knowledge, skills, etc. to the learner. From the perspective of the learner, cooperative teaching is cooperative learning between individual the learner and groups of learners and other objects under the direction of the teacher. In other words, cooperative teaching is a form of teaching organization to meet the purpose and content of the lesson.

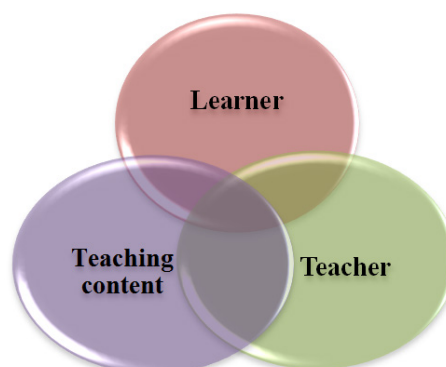
For the student, cooperative teaching is a form in which each student will work together in small groups and groups built according to a clear criterion, ensuring scientific and suitable for the student's ability. Since then, the student learns by doing, not just by listening.

Within the scope of the article, we are based on the theory of cooperative teaching and point out some contents in the application of cooperative teaching methods in teaching English in order to develop language ability for students.

### 2. Content

#### 2.1. Some theoretical issues about cooperative teaching

According to the Vietnamese Dictionary, cooperation is „working together to help each other in a job or a task for a common purpose“[1, p.604]. Cooperation is very important not only to contribute to the success of any organization or individual but also to establish relationships in the family and in society.



Model: Three components of cooperative teaching

Regarding the essence: cooperative teaching is a method consisting of 3 components: teacher, learner, and teaching content. These three components exist independently of each other, but they interact with each other and create a dialectical relationship. It can be illustrated with the following model:

Roles and positions of components of cooperative learning: 1/ The learner is identified as active subjects - the center of learning activities. The learner actively in cooperation with his/her classmate and the teacher will acquire knowledge on his/her own;

2/ The teacher is the person who guides, organizes, and controls the self-learning activities of the group of learners in general and observes each group of learners, in particular, to help them receive knowledge appropriate to their own abilities and fastest;

3/ Teaching content is the amount of knowledge that the teacher determines to provide the learner during class time.

#### ***Regarding the characteristics:***

Cooperative teaching has the following contents:

- Regarding the learning task: the learner not only is acquired the knowledge contained in the program, but also is focused on developing thinking and practical skills... in order to meet the requirements of practical application.

- Regarding the content: The content includes new knowledge, cognitive exercises in the form of situations, forms of practice to explore, discover and solve problems...

- Regarding the method: when organizing cooperative learning, the teacher focuses on training the learner the habit of self-learning, independent individual or collective cooperation through group discussion and practice.

- Regarding the form of teaching organization: Using coordination and flexibility of teaching organizations such as: group - collective, group - individual.

- Regarding the assessment: The learner is responsible for his/her own learning results. Therefore, in addition to the assessment of the teacher, the learner can participate in the process of self-evaluation and self-assessment of the group.

Regarding the meaning: In the trend of integration and human-to-human interaction in society, which is getting bigger and bigger as it is today. Organizing foreign language learning in general and English for students, in particular, has become increasingly important.

This will contribute to the process of knowledge transmission taking place more and more quickly and

in the direction of “leapfrog over”, making individuals more active, proactive, and confident in their work.

For higher education in general and English education for the student in particular, the orientation to develop the learner’s ability is considered a requirement for the output standards for students. Because the ability to practice the profession of students after graduation must be assessed regularly and meet the requirements of practice. Since then, on the one hand, creating conditions for them after graduation to have a job according to their trained expertise and have good professional capacity.

Thus, we initially found that using the cooperative teaching method in teaching English will help students to be active and excited when performing the group tasks, but more than that: the student has the opportunity to promote their existing strengths and experiences in writing introductions/presentations on learning contents, etc, and it is a premise for students to practice introducing/presenting the above contents through videos made by them.

## ***2.2. Applying cooperative teaching methods in teaching English to develop the student’s language ability***

### ***2.2.1. Choose the right content and task***

In order to organize teaching for the student according to the cooperative teaching method, the teacher needs to pay attention to the following:

- Time to perform the learning task.

- Group learning tasks are not old or easy theories, but learning tasks must satisfy one of the following requirements: new theories to be searched for; exercises are relatively difficult or very difficult.

The reasons for the above requirements are:

*Firstly*, working in groups will mobilize many students to participate. Each student has different experiences, perceptions, attitudes... in learning. Therefore, it is necessary to determine the appropriate time;

*Second*, the group learning contents and tasks must be new theories or difficult or very difficult practical exercises to stimulate student’s curiosity. If the content is too simple, the student will learn cooperatively which is wasteful and ineffective.

### ***2.2.2. Designing lesson plans applying cooperative teaching***

To ensure the implementation according to cooperative teaching, it is very important that the teacher must design lessons and group teaching activities carefully and in detail. Specifically, when designing lesson plans, the teacher should pay attention to the following:

Clearly define criteria for group formation such

as student's level; grouping randomly or according to the student's forte; or a certain criterion. This depends on the topics of the lesson and the implementation of teaching and learning activities.

Identify the main teaching methods: Cooperative teaching can only be highly successful when applied with other teaching methods or techniques. For example, it can be combined with problem detection and solving methods, experimental methods, puzzle techniques, etc.

Some techniques for cooperative teaching in small groups

(1) Technique 1: Assembly (Jigsaw) by Elliot Aronson

Elliot Aronson's Jigsaw assembly technique emphasizes that each student must necessarily rely on his/her classmate's information to complete the lesson task.

They both have to perform their individual tasks with great responsibility, and also know how to communicate, listen, and negotiate to come to an agreement to complete the task with their classmates in the "expert" group. They also have to accept the responsibility of being the one to lecture on the content they have studied to the members of the "jigsaw puzzle" group. This forces all students to work actively, avoiding the situation in group activities where there are active students and dependent and dependent students. Through working together, students have the opportunity to develop, experience, and practice collaborative learning skills for academic success.

(2) Technique 2: Three-step Interview by Spencer Kagan

The three-step interview is an effective collaborative learning technique that encourages students to share their thoughts and collaborate with each other. The purpose of this technique is to facilitate all students to research, share, perform the group's learning task, then "teach his/her classmates again" and be interviewed by his/her classmates about the content of the presentation. At the same time, switch roles, listen attentively, share with his/her classmates when his/her classmates present. From there, the cases of lazy, dependent and dependent students are excluded.

(3) Technique 3: Numbered Heads by Spencer Kagan

This is a technique to create a positive interdependence relationship in cooperative teaching. The highlight of this technique is that the student both works individually with high responsibility to create

individual products, and must know how to negotiate and exchange with each other to reach a consensus to create a collective product. group); At the same time, group members test each other's comprehension so that each member can be responsible for presenting the learning results to the group they create.

Prepare equipment and tools: For each lesson content and group of students, the teacher needs to prepare or asks students to have appropriate equipment and tools. For example, when designing reading lessons related to the tourist season in Vietnam, the teacher can ask the student to design posters introducing each tourist season...

Activities of the teacher and student: This activity is designed in detail and specifically through two normative and principled documents: lesson plans according to standard programs and lesson time scenarios. Accordingly, the duties of the teacher and the student are clearly defined in steps.

### 2.2.3. Cooperative teaching organization

When conducting cooperative teaching to read texts, the teacher needs to state the tasks, methods and assessment plans for the whole class. The steps are as follows:

Firstly, assign the study group and arrange the group's activity position in accordance with the design: accordingly, the structure of each group will include: group leader, secretary and members. Based on the task, you can choose different ways of organizing such as: groups of two students, groups of three students or groups of more than 4-8 students...

When conducting group discussions, students sit opposite each other to create interaction in the learning process. The teacher needs to observe and promptly adjust so that all members of the group participate in performing the task.

- Second, assign tasks to each group of students: depending on the content of the lesson, the teacher can assign tasks to each group to read a text or read a text together. When assigning tasks, the teacher needs to pay attention to the implementation time and product requirements of each group.

- Third, guide the activities of groups of students: When groups form and assign, the teacher needs to clearly mention the role of each group member. Specifically, the group leader controls group activities; each student works individually or in pairs, sharing experiences and discussing and agreeing on the results of the group; The secretary records the group's results and assigns a representative to present the results.

Fourth, the teacher monitors, controls, guides, and supports groups: in the process of the student's group practice, many problems arise and need to be adjusted.

Therefore, the teacher needs to observe and support students. When the students conduct discussion and deviate from the focus or argue without cooperation, the teacher intervenes in time to orient and adjust the group's activities.

- Fifth, the teacher organizes for the student to report results and evaluate: When the groups have products, the teacher asks each group to appoint a representative of the group to report the results and share experiences with other groups. The teacher guides the student to listen and give positive feedback.

After the student gives feedback, the teacher closes the basic knowledge and avoids the situation where the teacher repeats all the problems the students have presented.

Thus, through the way in which teaching is organized by the cooperative teaching method, it will allow teachers to diversify the way they organize teaching, and the class time becomes more lively, attractive, and effective in attracting students. At the same time, the student actively participates in lessons and improve their ability to use English in practice.

### ***3.2. Using cooperative teaching method in teaching English reading to students of Political Academy of the People's Police of Vietnam***

Using Elliot Aronson's Jigsaw technique to conduct interactive teaching for students of different types of reading comprehension on topics related to ecotourism.

#### ***3.2.1. Cooperative teaching combined with Jigsaw technique in teaching English reading***

##### **a) Content**

Assembly technique emphasizes that: in the group, members must have interdependent relationships to complete the learning task. Therefore, the prerequisite when applying this technique is: require all students to work actively and seriously. From there, the student has the opportunity to develop, experience, and practice collaborative skills in receiving texts from word recognition to practice to produce their own products - confirming academic success.

##### **b) How to do it**

Using the interactive teaching method combined with the Assembly technique in teaching English reading to students should be carried out in the following order:

##### **\* On the teacher's side**

- The teacher prepares documents related to teaching from which to select lessons and determine the content of reading passages that can apply the above reasoning. Therefore, the content that meets the requirements of applying this type of teaching

method is the lesson containing the required content to analyze, describe and explain a problem. For example, these are readings that take advantage of topics about self-introduction, hobbies, travel, sports, etc.

The goal of the lesson to be achieved is towards both goals: developing metacognitive capacity in English reading and cooperative learning skills.

+ Building activity content: based on learning goals, the teacher selects reading texts that meet 2 requirements: provide the right amount of knowledge and create thinking challenges and students' desire to cooperate to solve problems.

+ Design the assignment sheets: the study sheets are built specifically and in accordance with the number of division groups.

Students' preparation: Master the learned knowledge and prepare the learning mentality such as awareness of individual roles and responsibilities in the group; methods and principles of group activities; aware of the ability to control oneself in the process of participating in the discussion...

- Basic steps to conduct the lesson:

+ Step 1: The teacher based on the number of students in the class and the texts to read to group students. The rule when grouping needs to follow the principle: create "warping" between group members. That is, the members of the group need to have different qualifications, gender, interests,... Orientation to advise on assignment of tasks in the group.

+ Step 2: Assign tasks through study cards to each group of students (it can be a reading or a reading passage with specific tasks). In this step, the teacher must clarify the following contents: 1. the tasks of the worksheets so that all students can visualize and understand their individual duties and responsibilities; 2. Announce the form and criteria for testing and evaluating the work progress of each member of the group and the whole group.

+ Step 3: Student groups receive tasks and implement them through activities: assigning tasks to each member of the group; Deploy task analysis and organize to solve task requirements.

+ Step 4: Split the original group and make the next group to form "pieces" in the new group.

+ Step 5: The new group performs the task again and exchanges the lessons learned through discussion in the original group. In this step, students are completely confident as well as excited when presenting and discussing the issues of the passage.

+ Step 6: Test and evaluate.



The test and evaluation process is conducted by the teacher in two stages:

Stage 1: observing students practice in groups when performing tasks.

Stage 2: organizing students take an independent test.

### 3.2.2. Example

During practice hours, the teacher organizes for students to practice reading English through cooperative teaching combined with Assembly technique by steps:

*Step 1:* The teacher prepares study sheets

<b>LEARNING SHEET</b>	
<b>A. General information</b>	
Name:.....	Class:.....
Subject:.....	Date.....
Group name:.....	
<b>B. Learning tasks</b>	
Read the passage and do the tasks:	
We are students learning English. We have been studying English here for six months. We study 15 hours a week. We go to class every morning, except Saturday and Sunday. Our class has only 25 students. We all love learning English. In class, we study very hard and very well.	
At first, we had to learn pronunciation. English pronunciation is difficult so the students don't like it very much, but we still try to practice pronunciation correctly. Then we learn many things about grammar and vocabulary. Every week we have a short test on Friday. In class, we practice reading, listening, speaking, answering, and doing grammar exercises.	
Our teacher used to say: English grammar is not difficult but English pronunciation is difficult. Therefore, we must try to practice reading, listening, speaking and spelling a lot.	
<b>Questions:</b>	
1. Underline words with ending consonants: <i>p, t and c/ch</i> .	
.....	
2. Answer the questions:	
2.1 What language are they studying?	
.....	
2.2 How long have they been studying English? What time do they go to class each week?	
.....	
2.3. How many students are there in their class? Do they like English?	
.....	
2.4. At first, what difficulties did they have in learning English? What do they do to overcome the problem?	
.....	
2.5 How is their curriculum?	
.....	
2.6. What do their teachers remind them of when learning English?	
.....	
Practice asking those questions with your friends.	
.....	
3. Write a review about your English learning.	
.....	

*Step 2:* The teacher divides students into groups. Based on the number of students, the teacher divides the class into groups - each group consists of 4 students (this ensures the principle of pairing in the process of performing the task). The teacher assigns tasks (study sheets and test sheets for students) and clearly states the tasks and test methods.

*Step 3:* Students conduct cooperative learning in groups that have sequenced activities:

- Divide the group into pairs.
  - Split the old couple group and match the new couple group.
  - Split groups and switch members.
  - New groups separate from groups to create pairs.
  - Pairing groups split up and make new pairs.
- Depending on the level of completion of the student, it is possible to create more Phase 3, Phase 4, etc to help

students increase their ability to contact and absorb knowledge as well as practice reading comprehension, speaking and creating texts by English.

The process of students reversing the group means that students have the ability to adjust their perceptions with new knowledge (specifically, new information of students paired with them). This cognitive adjustment helps students consolidate existing knowledge, receive new knowledge and knowledge with the way of critical thinking.

It can be affirmed that, with the diversity of groups and the form of pairing, the student has the ability to be proactive and active in receiving knowledge and at the same time training for themselves study skills as well

as teamwork skills. This is highly effective in learning to read English texts. Especially the documents related to personal feelings and views of students.

*Step 4:* The teacher organizes for groups of students in the final stages to present the results of their learning tasks.

In this step, the teacher pays attention to observe and listen to the presentations of groups and makes timely adjustments if the answers are not correct in terms of: phonetics, spelling, vocabulary, grammar and intonation.

The teacher gives a sample of general answers for students to observe:

### LEARNING SHEET (Answer)

#### A. General information

Name: ..... Class: .....

Subject: .....Date: .....

Group name: .....

#### B. Learning tasks

Read the passage and do the tasks:

We are students learning English. We have been studying English here for six months. We study 15 hours a week. We go to class every morning, except Saturday and Sunday. Our class has only 25 students. We all love learning English. In class, we study very hard and very well.

At first, we had to learn pronunciation. English pronunciation is difficult so the students don't like it very much, but we still try to practice pronunciation correctly. Then we learn many things about grammar and vocabulary. Every week we have a short test on Friday. In class, we practice reading, listening, speaking, answering, and doing grammar exercises.

Our teacher used to say: English grammar is not difficult but English pronunciation is difficult. Therefore, we must try to practice reading, listening, speaking and spelling a lot.

#### Questions:

1. Underline words with ending consonants: *p, t and c/ch*.

(look at the bold letters in the text shown)

2. Answer the questions:

2.1. What language are they studying?

They are students studying English.

2.2. How long have they been studying English? What time do they go to class each week?

They have been studying English for six months. Each week of study 15 hours on all mornings except Saturday and Sunday.

2.3. How many students are there in their class? Do they like English?

Their class has 5 students. They all like English.

2.4. At first, what difficulties did they have in learning English? What do they do to overcome the problem?

At first they had difficulty learning English pronunciation. They try to practice pronunciation correctly.

2.5. How is their curriculum?

Every week they have a short test on Friday. In class, they practice reading, listening, speaking, answering, doing grammar exercises

2.6. What do their teachers remind them of when learning English?

English grammar is not difficult but English pronunciation is difficult. Therefore, we must try to practice reading, listening, speaking and spelling a lot.

3. Practice asking those questions with your friends.

(Students record their answers in pairs to get more information about you as well as absorb new words during the pairing interaction.)

4. Write a review about your English learning.

(Depending on students' feelings. However, it is necessary to rely on samples from the reading passage and specifically on the questions of requirement 2 to write)

*Step 5:* Organize the evaluation of the task performance of the groups and the writing of each individual in requirement 3.

### 3. Conclusion

Cooperative teaching method is a teaching method that plays a very important role in teaching in general and teaching English to students. Collaborative teaching emphasizes the collaborative work between teacher and student and student with student. These interactions are in a dialectical relationship with each other. With characteristics, components, content,... have multi-dimensional interaction with the presence of 3 main components: teacher - student - teaching content.

Through the way of organizing for students to actively and actively interact in groups with each other in phase reversal positions. From there, students will receive knowledge and skills actively and flexibly and improve their ability to use and apply English fluently in practice.

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