

## ISSUES IN THE USE OF COOPERATION PRINCIPLES IN TEACHING ENGLISH

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### Abstract:

This article examines the research on cooperative learning in second language (L2) classrooms with regard to L2 acquisition, maintaining first language (L1), the integration of language and content learning, and L2 learners' perceptions. There are also some issues and problems with this educational innovation in an English as a second language (ESL) context. Although acknowledging the reported potential benefits of cooperative learning for L2 learners, it calls for additional research to examine the types of L1 and L2 discourse produced in cooperative groups and learn about student development of academic discourse, to find out whether L1 use in cooperative groups affects the interracial and intercultural relationships between students who speak different L1s, to look at the role of students' prior knowledge in L1 discourse, and to examine how cooperative learning affects students' academic performance.

**Keywords:** cooperation principle, L1, L2, acquisition, integration, issue, education setting, interaction.

In recent years, cooperative learning has become a prominent idea and instructional strategy in the study of second languages. Its educational and psychological foundations have been studied (Long & Porter, 1985), as well as potential advantages it might have in bilingual programs and second or foreign language contexts (Coelho, 1992, 1994; Cohen, 1994; Holt, 1993; Kessler, 1992; McGroarty, 1989, 1992). Cooperative Learning is an instructional method in which students work in small groups to accomplish a common learning goal under the guidance of the teacher. Cooperative learning methodologies give students the chance to apply their knowledge in a setting that is more like the workplace they will eventually work in. Teachers are given the opportunity to focus on students' fundamental competencies as well as their communication and soft skills, which are important for students' success in life and the workplace and can be incorporated into school curricula. We will learn how to use certain cooperative learning tactics, which are reusable, content-free frameworks that may be employed in various



educational settings. The so-called PIES principles—Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction—are all fully met by strategies that may be employed in both pairs and groups. It is compared to determine whether there are any similarities between the ideal circumstances for cooperative learning and learning a second language (Fathman & Kessler, 1993). To examine if there are any similarities, the instructional planning and practices used in second language education are also contrasted with those used in cooperative learning techniques (McGroarty, 1993). Additionally, research have been done to look at aspects like how cooperative learning affects learning a second language, maintaining a first language, combining language and subject learning, and second language learners' views.

Cooperative learning has various drawbacks that could make the process trickier than it seems at first. According to Sharan (2010), the ongoing development of cooperative learning poses a threat. Cooperative learning is continually evolving, thus it's possible that teachers won't fully comprehend the approach and will grow confused. Cooperative learning cannot be applied successfully in many circumstances because it is such a dynamic practice. Additionally, teachers may develop a practice of using cooperative learning to keep pupils occupied. Even though it will take time, the most productive use of cooperative learning depends on an engaged educator. Students who feel they are being held back by their slower colleagues or students who lack confidence and think they are being ignored or denigrated by their team may also show resistance and hostility to cooperative learning, which can be difficult for teachers to deal with.

In assessments or reviews of the effectiveness of the teamwork they engaged in during cooperative learning activities, students frequently offer input. Due to perceived competition among peers, peer reviews and assessments might not accurately represent actual experiences. Bullying may cause students to feel under pressure to produce unreliable evaluations. Confidential evaluation procedures may help to improve evaluation quality and allay such worries.

### **Hatred among the group**

Defining group animosity as "a sense of dread that develops when one anticipates having to collaborate with others. Students that develop group hatred do poorly individually in the group, which negatively affects the group as a whole. There are numerous causes that influence pupils to feel this sense of group animosity, but a few of the more important ones are as follows:



a negative encounter from the past

group exhaustion (overuse of cooperative learning)

merely preferring to work alone

When offered the option to select learning activities (group-based or solitary work), students frequently assess a number of aspects before deciding whether or not they prefer to work in groups. The following are the top three factors mentioned:

"how likely am I to get a good grade?"

"how challenging will the work be?"

"the level of work required."

Because they believe they can perform better independently than they can as a group, students more frequently decide to complete the assignment alone.

### **Loafing**

Students who don't accept responsibility for their own part, even if it's the smallest one in the group, are said to be loafing. Students anticipate that group learning will be equitable for all members of the group. Fair cooperative learning requires that the group members share the workload evenly. Many kids worry that it won't happen. The students grow to despise one another as a result of this.

"The concern that some group members would behave as passengers or social loafers and benefit (often by getting a good grade) from the group activity weakens the group's efficacy. Some pupils hoard their knowledge so that no one may unfairly profit from it. Ironically, some of the students who are most offended by "slackers" or "freeloaders" assume the worst about their classmates and insist right away that they would be in charge of everything to keep things under control. There are numerous ways in which a concern for equity might distort how a group operates. Therefore, the most crucial thing a teacher can do to reduce students' resistance to cooperative learning is to concentrate on creating groups that are more effective.

The teachers must be very aware of this process and take precautions to ensure that the project is "fair" in order to prevent pupils from developing group hatred. This could be a challenging task. Unless other students in the group bring the issue to the instructor's attention, it is frequently impossible to determine which students are slacking off while the project is being worked on.

### **Evaluation of groups**

After the project is over, it is customary to have the groups self-assess. The Achilles heel of cooperative learning, however, can be assessment. Students



frequently provide their group positive feedback in the expectation that they will receive the same treatment in return. This frequently results in erroneous assessments of the group. Helping students understand that the advantages of cooperative learning exceed the drawbacks is one of the biggest pedagogical obstacles for most teachers in group communication courses.

### **Conflict resolution and group cohesiveness**

The fact that "groups are unable to attain sufficient cohesion because they fail to manage conflict effectively" is another component of cooperative learning that causes members of the group to develop group hatred. Students are typically not in a group long enough to acquire solid group cohesion and efficient methods of conflict resolution. The issue is that most students are reluctant to work in groups because they have previously had a bad experience with them. "One way to solve this conundrum is to show how groups outperform individuals in problem-solving." If teachers are successful in doing this, it will be a step in the right direction in the fight against prejudice.

In practically every student organization, there is group hatred. It could be because of unpleasant prior experiences, anxiety about the project's outcome, concerns about group members' laziness, or a lack of knowledge about how to handle potential conflicts within the group. However, group-based learning is a crucial component of higher education and need to be utilised going forward. To increase productivity at work, an increasing number of businesses are implementing team-based models. Students will learn how to operate better in groups and will have better group experiences as a result of decreasing their feelings of group hatred.

### **Conclusion**

In a cooperative learning environment, learners of all skill levels collaborate to achieve a common objective. With this technique, the teacher is responsible for a number of tasks. They must first develop the assignment that the team will work on. They must also choose the groups and provide roles for each group member. Because each student has unique abilities, weaknesses, and personalities, group selection can be challenging. It is a difficult effort in and of itself to arrange students so that their talents and limitations balance each other out, but once those groups are chosen, there may be personality conflicts that might impede group growth. There can also be students who regularly miss class. A missed lesson is referred to as an absence. A student's absence can have a significant negative effect on the group's



development, especially when longer tasks require many days to complete. In order to handle this, teachers must place missing students in existing groups so that they may still participate and the group will still be able to finish the assignment on time despite their absence.

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