

اثر استخدام طريقة التعلم التعاوني لتطوير مهارة الاستماع المكثف والادراك

لدى تلاميذ المدرسة الابتدائية

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The Effect of Using Cooperative Learning Method on Developing Intensive Listening Skill and Perception of Primary School Pupils**Rana Jabbar Abbas Prof.Dr. Rusul Assim Prof. Dr. Abbas Deykan****University of Babylon- College of Basic Education- Department of English**ranajabbar1000@gmail.com**Abstract:**

The aim of the present study is to investigate the effect of using cooperative learning method on developing intensive listening and perception of primary school pupils. The design of this study is an experimental research. The researcher performs the experiment on both groups (control and experimental group). The sample of the present study consists of 30 pupils of Ibn Tawoos primary school. The control group includes 15 pupils, and 15 pupils in the experimental group during the academic year 2019-2020. The researcher balances between the control group and the experimental group in some variables such as the age, the academic level for parents, and the scores in the first course exam. The researcher includes several statistical tools to analyze the acquired data.

The results of the present study shows that the accomplishment of the experimental group who is taught by using cooperative learning method is higher than that of the accomplishment of the control group who is taught by using the conventional method. Consequently, the cooperative learning method is more successful than the traditional method to improve pupils' performance in intensive listening skill and perception. Cooperative learning method is considered more suitable, entertaining, and useful to teach intensive listening skill generally.

Key Words: Cooperative Learning Method, Intensive Listening, Perception.

المخلص:

الدراسة الحالية تهدف الى تحقيق اثر استخدام طريقة التعلم التعاوني لتطوير مهارة الاستماع و الادراك لدى تلاميذ المدرسة الابتدائية. تصميم هذه الدراسة هو بحث تجريبي. الباحثة اجرت التجربة على المجموعتين (الضابطة و التجريبية). عينة الدراسة الحالية تتألف من 30 تلميذ من مدرسة ابن طاووس الابتدائية . المجموعة الضابطة تتضمن 15 تلميذ، و 15 تلميذ في المجموعة التجريبية خلال العام الدراسي 2019-2020. الباحثة ساوت بين المجموعة الضابطة و المجموعة التجريبية في بعض المتغيرات مثل العمر، المستوى الاكاديمي للأباء، و درجات الفصل الاول. الباحثة استخدمت عدة ادوات احصائية لتحليل البيانات المطلوبة . نتيجة الدراسة الحالية تظهر ان انجاز المجموعة التجريبية التي تعلمت باستخدام طريقة التعلم التعاوني اعلى من انجاز المجموعة الضابطة التي تعلمت باستخدام الطريقة التقليدية. بالتالي طريقة التعلم التعاوني هي اكثر نجاحا من طريقة التعلم التقليدي لتحسين اداء التلاميذ في مهارة الاستماع المكثف و الادراك. طريقة التعلم التعاوني تعتبر جدا مناسبة، ممتعة، و مفيدة لتعلم مهارة الاستماع بشكل واسع.

الكلمات المفتاحية: طريقة التعلم التعاوني، الاستماع المكثف، الادراك.

1.Introduction

Cooperative learning (CL) as a learning procedure by which pupils learn by operating in heterogeneously shaped groups and by group participants' supporting to each other's learning. CL as

a learning use of small groups to accomplish shared objectives and provides the pupils' operating together. CL is a procedure that facilitates the pupils' learning a topic within a group. Furthermore, it is finishing a given assignment by all the pupils in the group. CL is one of the teaching procedures that have been the topic of numerous studies and have obtained importance in Iraq recently. CL is a suitable procedure that can be employed in the development of fundamental language skills of speaking, listening, writing speaking, and reading that are the foundation of the Iraqi teaching. This procedure, which has affirmative effects on the psychological learning of the beginner(Kirbas, 2017:3)

Listening is the primary skill that is acquired before other language skills, therefore listening is probably most commonly used than other language skills (Rost, 2011: 2).

Intensive listening is the capacity to listen accurately is very important in listening process. IL means the process of listening to smaller units of language such as: phoneme, word, phrase, and grammar units (Rost, 2002: 138).

Foreign language teachers encourage pupils to use intensive listening because it provides them with many details. Preferably using tapes recorded as the best teaching material utilized in class, because it allows pupils to listen to assortment sounds with various dialect, various topics, various methods, also it gives pupils with an important resource of linguistic situations, and for interaction between speakers. (ibid).

1.1 The Statement of the Problem

The main problem of the present study appears from the sights that Iraqi pupils faced a lot of difficulties in listening skill generally and there is no perception to the pupils to listen to the material correctly .The best solution to this problem is to use educational procedures appropriate for the pupils' level .Cooperative learning is one of these appropriate procedures to improve pupils intensive listening and perception to understand the material correctly.

This study tries to use new procedures (cooperative learning) in teaching intensive listening skill and perception in order to enhance the achievement of the pupils, and to investigate the effect of using cooperative learning strategy on developing intensive listening and perception of primary school pupils.

1.2 Hypothesis

This study hypothesis that, there is no statistical difference between the accomplishment mean scores of pupils who are taught intensive listening skill through using a cooperative learning method and that of the pupils who are taught intensive listening skill through using the conventional method.

1.3 Limits

This study is limited to the:

- 1.Iraqi EFL fifth primary stage in Babylon governorate.
- 2.The academic year 2019-2020.
- 3.Cooperative learning method .
- 4.Text book and activity book "English for Iraq " used to teach pupils.

1.4 Aims

The Present study aims at:

- 1-Developing pupils' ability in comprehending the new material that appropriate their educational level.
- 2-Encouraging pupils to use cooperative learning among themselves.
- 3-Supporting pupils and increasing their perception by using cooperative learning method.

1.5 Values

I hoped that the present study will be useful for:

- 1.EFL educators and administrators to use cooperative learning strategy in teaching intensive listening and perception particularly and other texts materials generally.
- 2.Educational curriculum designer in determining the aims of the syllabuses that conform to the pupils' needs.

3. Researchers who operate in the area of learning and language teaching.

1.6 Procedures

1. The teacher divided the pupils in to small groups.
2. The teacher provides names for each group to be known.
3. The teacher assigns leader from each group to speak on their behalf.
4. The teacher presents the material to the pupils.
5. The teacher gives each group a topic to discuss.
6. The leader gives the answer to the teacher.
7. The teacher evaluates each group according to their answers.

1.7 Definitions of the Basic Terms

1.7.1 Effect

Effect is the alteration in attitude or condition as a consequences or result of an act or a special factor. Or it is the alteration that directly follows a designer (Webster, 1989: 582).

1.7.2 Cooperative Learning Method

Cooperative learning is an instructional assignment design that involves pupils actively in attaining a lesson objective over their specific efforts and the efforts of the partners of their major learning group (Johnson , et al., 1994: 3).

1.7.3 Intensive Listening skill

Intensive listening refers to the activity of listening for detailed sounds, terms, phrases, structural units and grammatical units. The objective of intensive listening is to emphasis on a precise detail (Rost, 2002: 138) .

1.7.4 Perception

Perception is the mode to realize and understand events, items, and stimuli by the utilize of senses (Richard , 2010: 427).

Perception refers to the mode of receiving and understanding written, spoken or marked information. It is a method of regulating a gathering of cues to a gathered representation (Crystal. 2008: 356).

Chapter Two Theoretical Background and Previous Studies

2. Introduction

This chapter discusses everything related to the cooperative learning strategy and how to develop intensive listening skill through cooperative learning method.

2.1 Cooperative Learning Method (CLM)

Cooperative learning as the instructional utilize of small groups that permit pupils to work together to get the best out of their own and all other's learning. Any tasks in any syllabus for any age pupil can be made cooperatively. Cooperative learning classroom is well-matched for second language pupils as it allows them to collaborate, communicate, and solve problems Cooperative learning has the roots of fundamental learning theories and described by an educational model shift from the teacher-centered to pupil -centered teaching (Johnson & Johnson, 2010: 202).

2.2 Intensive Listening Skill

A great deal of research has been performed to clarify the effectiveness of cooperative learning around the world and most of the studies have exposed that it has a positive impact irrespective of the subject matter and the diversity of the pupils. Cooperative learning involves every pupils searching for the result and performs the assignment which is positive for together the self and the other participants of the group developing the productivity of subject knowledge and in improving cognitive, community, passionate and motivational processes (Dendup& Onthanee, 2019: 256).

Intensive listening is considered one of the important types of listening skill. It pays close attention to the listening skill exercise text to particular out words or expresses, grammatical structures special sounds, or pitch. This accuracy- concentrated listening makes pupils consciously notice verbal forms, which facilitates linguistic acquisition. Though real-life auditors listen in such a

state, intensive listening assignments provide valuable practice in comprehending the nuances of the verbal language and should be contained in a listening class. Some examples of intensive listening assignments are:

-Transcription

Different categories of dictations

-Cloze inserting vocabularies into blank spaces in a paragraph.

-Sentence achievement

-Mistake correction comparing a written text and spoken (Nemtchinova, 2013: 26).

2.3 Previous Studies

2.3.1 Abdulkadir Kirbs (2017)

This study is an experimental research entitled (Effects of Cooperative Learning Method on the Development of Listening Comprehension and Listening Skills). This study aimed to investigate the effects of cooperative learning on the listening comprehension and listening skills. The population of the study from the secondary school eighth grade students. The samples of this study were 75 students. The experiment lasted for seven weeks. The researcher applied pre-test and post-test to the experimental group and control group. The experimental group was taught by cooperative learning method, and the control group was taught in the traditional way. The results of the study showed that the performance of the experimental group who taught by the cooperative learning method, is more effective than the control group who taught by the traditional way.

2.3.2 Tashi Dendup& Angkana Onthanee(2019)

This study is an experimental research entitled (Effectiveness of Cooperative Learning on English Communicative Ability of 4th Grade Students in Bhutan).This study examined the effectiveness of cooperative learning in enhancing the English communicative abilities of 4th grade students. The population of the study was from fourth grade studying at the Zinchella primary school in a remote village within the Dagana, Bhutan. The samples of this study were 19 pupils. The experiment lasted for five weeks. The researcher applied pre-test and post-test to the experimental group and control group. The experimental group was taught by cooperative learning method, and the control group was taught in the traditional method. The results of the study revealed that the cooperative learning method may well be an effective teaching method to increase English communicative ability in Bhutan.

Chapter Three Methodology

3.1The Experimental Design.

Experimental research is the style in which the researcher provides experiment through conducting a pre-test and post-test for experimental group and control group (Tvakoli, 2012: 264).

The researcher selects the two groups randomly, and conducts the experiment by using the E-Learning platforms. Both groups present to a pre-test and subsequently the experimental group is taught by using cooperative learning method (independent variable), while the control group is taught by the traditional method (dependent variable). Both groups are presented to a post-test also to compare the results of the pre-test, post-test between the experimental group and control group (see table 3.1)

Table 3.1 the Experimental Design

| Group | Test | Teaching Method | Test |
|-------|----------|----------------------|------------|
| EG | Pre-test | Cooperative Learning | Post-test |
| CG | Pre-test | Traditional Method | Post- test |

3.2 Population and Sample

The study population is the fifth pupils at the primary school for boys in the city center of Babylon province, during the academic year (2019-2020). Ibn Tawoos primary school was chosen to

represent the sample of this study. The total number of pupils was (30) divided into two groups A and, B, Two groups were chosen randomly to be the experimental (group A) and the control (group B). There were (15) pupils in group A and (15) pupils in group B. (see table3.2)

Table (3.2) the Sample of the Study

| Group | Section | No. | Teaching Method |
|-------|---------|-----|----------------------|
| EG | A | 15 | Cooperative Learning |
| CG | B | 15 | Traditional Method |
| Total | | 30 | |

3.3 Equivalence of Subjects

The two groups (experimental and control) were balanced by controlling certain variables that may have an effect on the experiment results. These variables are:

1. Pupils' age (measured in months).
2. Fathers' educational level.
3. Mothers' educational level.
4. Pupils' scores in the first course examination.

3.4 Controlling Extraneous Variables

The extraneous variables indicate to the factors that have an influence on the experiment. These variables may influence on the reliability of the results (Tvakoli, 2012, 217). The researcher attempts to control these variables in order to obtain accurate results. The variables are as follow:

1. History.
2. Maturation.
3. Experimental Mortality.
4. Selection Bias.

3.5 Teaching Material

The researcher selects the teaching material to be explained during the experiment. She includes all the materials required in the second course after mid – year for both groups (Experimental and Control groups) that is unit (5, 6, 7 and 8) with everything linked to the textbook and activity book.

3.6 Instrumentation

This variable refers to the degree of validity and reliability of the measuring tool executed to select the degree of the effect of the cooperative learning strategy (independent variable). The researcher must design the pre – test and the post – test in the same way and the same level of difficulty to see the progress in their performance and the difference between the two tests. (Tvakoli , 2012 : 219) The researcher controlled this variable by making the same format for both tests.

3.7 Instruction

The experiment on both groups has started on the 28th , of April, 2020. It continued for six weeks and ended on 14th , of June,2020. To assure validity and reliability and control the teacher varies the two groups presented the instruction by the researcher herself. The experimental group is taught by cooperative learning strategy, while the control group is taught according to the traditional teaching method. She makes a plan to present the lessons for each groups and it has been reviewed by a jury specialized in Linguistics or in TEFL methodology.

3.7.1 The Instruction of the Control Group

The researcher as a teacher for control group uses the traditional teaching method in order to teach the pupils. She follows the steps available in teacher's guide of English for the fifth primary grade. In control group intensive listening is taught according to the following steps: (Baker and Westrup, 2003:43).

3.7.1.1 Pre – Listening Tasks

At the beginning, the researcher provides the pupils with a general idea about the topic that will be listened to in a simple way. The aims of the of pre – listening step is to help learners to think about

the materials that will be listened to and to motivate them to listen to the material in attractive way. Pre – listening step needs a short period of time about five minutes at most

3.7.1.2 During Listening tasks

The researcher reads the material in normal speed twice, and after that she writes on the board the unfamiliar words found in the text. Lastly, she translates them orally by using flash card, picture, real things ... etc.)

3.7.1.3 Post – Listening Tasks

Here, the researcher presents several questions for pupils to see the extent of their understanding. The questions should be simple and clear and suit the level of the pupils.

3.7.2 The Instruction of the Experimental group

The Experimental group is taught by using the second course materials as stated by the Mazur's (1997: 25) model of achieving the cooperative learning method into familiar instruction. The researcher explains to the pupils through the E-Learning platforms how to use the cooperative learning method . Then, the researcher directs the pupils about the material to be provides to them.

3.8 The Achievement Test

The achievement test according to Davies et al. (1997: 2) is a tool constructed to check what a pupil who have accomplished in a specific period of time. The researcher creates intensive listening achievement test which are utilizing as pre-test and post-test for both groups. The aims of the pre-test is to compare the scores of the pupils with those of the post-test, and to see the effect of using cooperative learning strategy on the pupils' achievement.

Chapter Four

4. The Results

The current study examined "The Effect of Cooperative Learning Method on Improving Intensive Listening Skill and Perception for Iraq 5th Primary Stage", in order to achieve the objective of the study. The researcher uses different statistical tools to analysis the data of the study.

4.1 Discussion of the Results

Building upon the results of the pupils in pre-test and post-test , it has been appeared that there is a significant difference between the scores of the experimental group who have taught by using cooperative learning method and the scores of the control group who have taught by using the traditional method. The mean score of the experimental group in the post- test were 26.800 with the level of significant 0.5 and the mean score of the control group in the post-test were 19.93 with the level of significant 0.5(see tables 1.4 and 2.4).

Table 1.4 T-test value of the pre- test for both groups

| Group | Section | No. | Mean | SD | DF | T-test | Level of Sig. |
|--------------|---------|-----|--------|-------|----|--------|---------------|
| EG | A | 15 | 21,200 | 7.702 | 13 | 1.771 | 0.5 |
| CG | B | 15 | 19,400 | 6.884 | 13 | 1.771 | 0.5 |
| Total | | 30 | | | | | |

Table 2.4 T-test value of the post- test for both groups

| Group | Section | No. | Mean | SD | DF | T-test | Level of Sig. |
|--------------|---------|-----|--------|-------|----|--------|---------------|
| EG | A | 15 | 26.800 | 2.704 | 13 | 1.771 | 0.5 |
| CG | B | 15 | 19.933 | 4.920 | 13 | 1.771 | 0.5 |
| Total | | 30 | | | | | |

Chapter Five

5. Conclusion, Recommendations, and Suggestions

5.1 Conclusion

The results from this study showed that post-test scores in listening skill indicated improved after the use of the cooperative learning method as the post-test scores were significantly better than the pretest scores. The researcher also was monitoring the reaction speed , reaction time and comparing the achievement of the pupils in the test to measure their perception. Furthermore, as per the performance made through study by the researcher, pupils demonstrated an increased attention and ability to utilize communication skills through cooperative learning activities. Thus, the researcher deduced that the cooperative learning activity can be utilized as an effective teaching method to enhance the intensive listening skill and perception to the EFL fifth primary school.

2.5 Recommendations

The following recommendations are set to the English teachers at primary schools:

1. English teachers have to utilize a variety of teaching strategies to help pupils getting better comprehension of all skills that must be learned.
2. English teachers have to share in advanced training programs in order to help his/ her pupils to receive the material successfully.
3. The Ministry of Education should contribute to providing an educational environment suitable for modern strategies that teachers intend to address in their schools.

3.5 Suggestions

The following suggestions may be appropriate as further studies:

- 1- Investigating the effect of the cooperative learning method on learning speaking skill of the foreign language.
- 2- A similar study can be performed on other stages, such as 2st intermediate stage.
- 3- A study on investigating the impact of the cooperative learning Strategy on pupils' attachment and contribution in the class.

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