



The Impact of Cooperative Learning Methods on Students' Motivation in Language Learning

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Abstract

One of the most important issues during the process of second language teaching/learning is motivation, the strategies and techniques that teachers use in order to facilitate learning and make the learning process easier and enjoyable. The main problem that teachers are facing nowadays is the lack of motivation of secondary school students. My professional intention is to improve motivational factors in order to increase learning awareness and make the classroom environment more interesting and enjoyable. Considering that two or three people can succeed more in doing whatever job than one alone, I concluded that Cooperative Learning (CL) approach can be more successful, interesting and motivational than the Individual Learning (IL). Thus, cooperative learning (CL) or group learning, according to Johnson and Johnson (1991), is defined as the "instructional use of small groups so that students work together to maximize their own and each other's learning" (p. 5).

The main objective of this paper is to gain knowledge about CL, which is considered as an effective method in the process of education, and to prove the hypothesis if CL effects academic achievement as well as students' motivation to do well in school. Cooperative learning is a wide issue to be considered and discussed. There are lots of useful cooperative learning techniques which construct this approach but I have chosen to represent two of them which are: Cooperative Integrated Reading and Composition (CIRC) and Group Investigation (GI).

The results gathered from the students who participated in this study show that CL approach is more effective and motivational for academic achievement compared to IL, which show less motivation in the process of education. In addition, students who cooperated with each other to do a written assignment were faster and more successful, than those who worked individually.