

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

Cooperative Learning and Second Language Teaching

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

CAMBRIDGE LANGUAGE EDUCATION

Series Editor: Jack C. Richards

In this series:

Agendas for Second Language Literacy *by Sandra Lee McKay*

Reflective Teaching in Second Language Classrooms *by Jack C. Richards and Charles Lockhart*

Educating Second Language Children: The Whole Child, the Whole Curriculum, the Whole Community *edited by Fred Genesee*

Understanding Communication in Second Language Classrooms *by Karen E. Johnson*

The Self-Directed Teacher: Managing the Learning Process *by David Nunan and Clarice Lamb*

Functional English Grammar: An Introduction for Second Language Teachers *by Graham Lock*

Teachers as Course Developers *edited by Kathleen Graves*

Classroom-Based Evaluation in Second Language Education *by Fred Genesee and John A. Upshur*

From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms *by Jo Ann Aebbersold and Mary Lee Field*

Extensive Reading in the Second Language Classroom *by Richard R. Day and Julian Bamford*

Language Teaching Awareness: A Guide to Exploring Beliefs and Practices *by Jerry G. Gebhard and Robert Oprandy*

Vocabulary in Second Language Teaching *by Norbert Schmitt*

Curriculum Development in Language Teaching *by Jack C. Richards*

Teachers' Narrative Inquiry as Professional Development *by Karen E. Johnson and Paula R. Golombek*

A Practicum in TESOL *by Graham Crookes*

Second Language Listening: Theory and Practice *by John Flowerdew and Lindsay Miller*

Professional Development for Language Teachers: Strategies for Teacher Learning *by Jack C. Richards and Thomas S. C. Farrell*

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

Cooperative Learning and Second Language Teaching

Edited by

Steven G. McCafferty

University of Nevada

George M. Jacobs

Broward Community College

Ana Christina DaSilva Iddings

University of Arizona



CAMBRIDGE
UNIVERSITY PRESS

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo

Cambridge University Press

32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org

Information on this title: www.cambridge.org/9780521844864

© Cambridge University Press 2006

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2006

Printed in the United States of America

A catalog record for this publication is available from the British Library.

Library of Congress Cataloging in Publication Data

Cooperative learning and second language teaching / edited by Steven G. McCafferty, George Jacobs, Ana Christina DaSilva Iddings.

p. cm. – (Cambridge language education)

Includes bibliographical references and index.

ISBN-13: 978-0-521-84486-4 (hardback)

ISBN-10: 0-521-84486-X (hardback)

ISBN-13: 978-0-521-60664-6 (pbk.)

ISBN-10: 0-521-60664-0 (pbk.)

1. Language and languages – Study and teaching. 2. Group work in education. I. McCafferty, Steven G. II. Jacobs, George, 1952– III. DaSilva Iddings, Ana Christina. IV. Title. V. Series. P53.42.C66 2006

18.0071 – dc24 2006042562

ISBN-13 978-0-521-84486-4 hardback

ISBN-10 0-521-84486-X hardback

ISBN-13 978-0-521-60664-6 paperback

ISBN-10 0-521-60664-0 paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party Internet Web sites referred to in this publication and does not guarantee that any content on such Web sites is, or will remain, accurate or appropriate.

Cambridge University Press
052184486X - Cooperative Learning and Second Language Teaching
Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings
Frontmatter
[More information](#)

Contents

Contributors vii
Series editor's preface ix

PART I COOPERATIVE LEARNING AND SECOND LANGUAGE CLASSROOMS

- Introduction 3
- 1 Roots of cooperative learning in general education 9
George M. Jacobs, Steven G. McCafferty, and Ana Christina DaSilva Iddings
- 2 Connections between cooperative learning and second language learning and teaching 18
George M. Jacobs and Steven G. McCafferty
- 3 Issues in implementing cooperative learning 30
George M. Jacobs

PART II TEACHER NARRATIVES

- Introduction 49
- 4 Cooperative learning in a multilingual kindergarten 55
Ana Christina DaSilva Iddings and Steven G. McCafferty
- 5 Using cooperative learning with primary school students 74
Ghazi Ghaiith and Anwar Kawtharani
- 6 Using cooperative learning to teach French at the secondary school level 92
Pete Jones and Anne Taylor
- 7 Implementing cooperative learning with secondary school students 113
Sheila Wee and George M. Jacobs

Cambridge University Press
052184486X - Cooperative Learning and Second Language Teaching
Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings
Frontmatter
[More information](#)

vi	<i>Contents</i>
8	Integrating global education and cooperative learning in a university foreign language reading class 134 <i>Jane Joritz-Nakagawa</i>
9	Teaching, practicing, and celebrating a cooperative learning model 153 <i>Kim Hughes Wilhelm</i>
	Conclusion 177 <i>Ana Christina DaSilva Iddings</i>
	Appendix: Cooperative learning techniques and activities 181 <i>George M. Jacobs</i>
	References 197
	Index 215

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

Contributors

Steven G. McCafferty, University of Nevada, Las Vegas, USA

George M. Jacobs, Broward Community College, Singapore

Ana Christina DaSilva Iddings, University of Arizona, USA

Pete Jones, Durham District School Board, Ontario, Canada

Anne Taylor, Durham District School Board, Ontario, Canada

Jane Joritz-Nakagawa, Aichi University of Education, Aichi, Japan

Kim Hughes Wilhelm, Southern Illinois University at Carbondale, USA

University of Macau, China

Ghazi Ghaith, American University of Beirut, Lebanon

Anwar Kawtharani, Amjad School, Beirut, Lebanon

Sheila Wee, Ministry of Education, Singapore

Cambridge University Press

052184486X - Cooperative Learning and Second Language Teaching

Edited by Steven G. McCafferty, George M. Jacobs and Ana Christina DaSilva Iddings

Frontmatter

[More information](#)

Series editor's preface

The approach known as cooperative learning has long been of interest to practitioners of communicative language teaching since it offers a body of widely tested classroom procedures for implementing group-based activities in the language classroom. Although there is a considerable and growing literature on cooperative learning in mainstream education, there have been few recent accounts of its application to second language teaching. The present book is therefore a welcome account of the background of cooperative learning, its theoretical and research underpinnings, and its applications in a number of different ESL/EFL classroom settings.

The authors make a strong case for applying the principles of cooperative learning to second language classrooms. They show its roots in social psychology, developmental psychology, and cognitive psychology, and they further link it to motivational theory and humanist education. The authors suggest how cooperative learning connects with second language acquisition theory, with the notions of input, interaction, output, and learner autonomy, as well as with sociocultural theories of learning through collaborative and dialogic interaction. Since group-based learning lies at the heart of cooperative learning, considerable attention is given to the nature of and conditions for successful groups. The book then provides a number of teacher narratives that show how cooperative learning can be implemented in different ESL/EFL contexts. These narratives illustrate how teachers prepared students for group-based learning. They also demonstrate the activities and materials the teachers employed to teach various language skills, the difficulties sometimes encountered and how these were resolved, and how cooperative learning took different forms based on the contexts in which it was being implemented. This book concludes with a very useful glossary of commonly used cooperative learning techniques.

This book will therefore provide a useful introduction to the field of cooperative learning for teachers wishing to better understand how its group-based learning principles can be successfully used in second and foreign language teaching.

Jack C. Richards